OVERVIEW

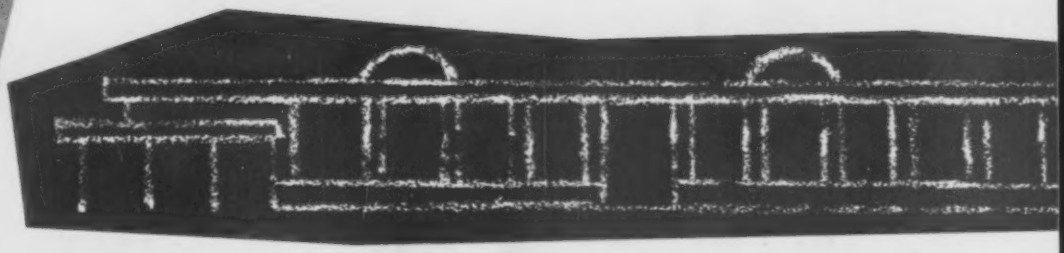
For All Educational Executives

MAY 1960

SEASON OF THE INTELLECT

...PAGE 45

George Samerjan



A BUTTENHEIM PUBLICATION

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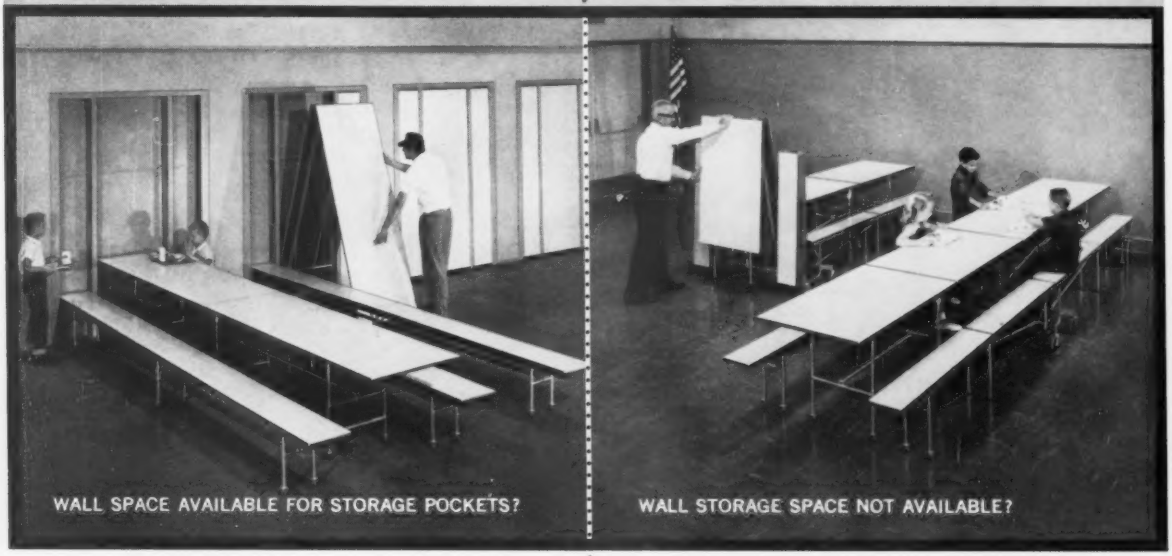

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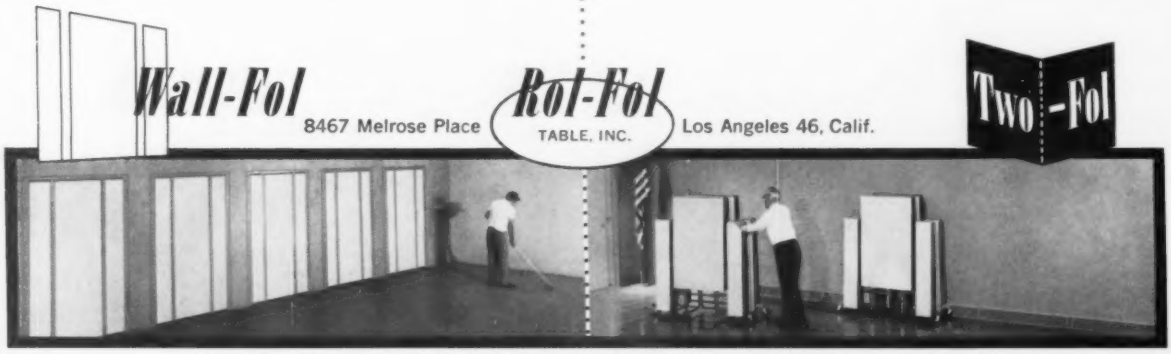

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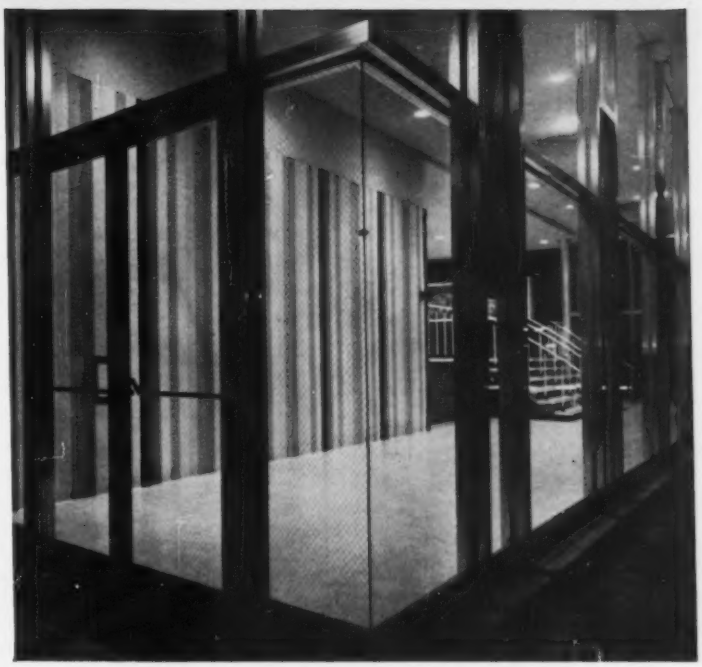

Polished Misco Wire Glass glazed in main entrance of Hellertown High School, Hellertown, Pa. *Architect*—Heyl, Bond & Miller, Allentown, Pa. *Contractor*—Gottlieb-Schneider, Bethlehem, Pa. *Glazing Contractor*—Penn Allen Glass Company, Allentown, Pa.

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OVERVIEW

For All Educational Executives

A Buttenheim Publication

PUBLISHER'S MEMO

This issue of OVERVIEW is the first to benefit from the talents and experience of Managing Editor Ted Cron. Mr. Cron joined our staff about six weeks ago and brings to us an extensive background right in educational publishing. Not only do we welcome his skills and insights as a working journalist, but his addition to the department will make it possible for Editor Arch Shaw to spend considerably more time away from his desk.

The editor of OVERVIEW must almost constantly be available to serve as a bridge of communications between many different kinds of educational executives and many types of institutions. Every visit to a school or college, every meeting attended, puts that much more perspective into our reading columns, whether or not any actual article or editorial feature is developed during an editorial field trip.

Next month's issue will feature the winners of our annual school design contest. Some 117 entries, comprising outstanding buildings constructed last year, were reviewed by the five judges several weeks ago. Even if you have no immediate building plans of your own, you are sure to benefit from this overview of educational architecture. Frank Lopez, one of the country's leading critics of building design, will contribute his own analyses of the entries.

Donald V. Buttenheim

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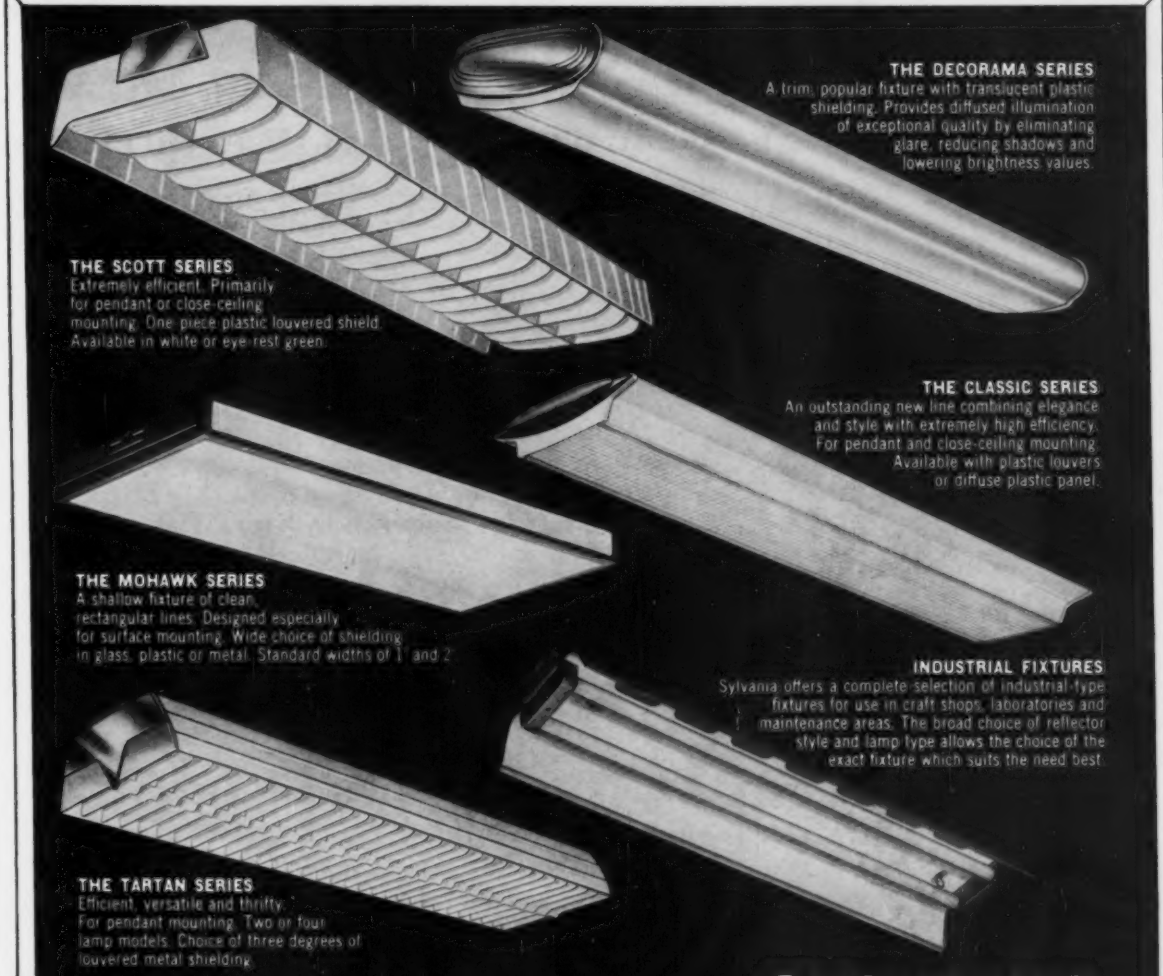
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OVERVIEW

For All Educational Executives

May 1960

45 Season of the Intellect

The role of the educational executive is constantly changing. For one thing, his is becoming a year-round responsibility. Here, briefly stated, is the portrait of the modern executive ready to face the summer.

25 The Direct Method for Language Teaching

In this special report, the editors present a national overview of foreign language instruction from first grade to college.

46 Preview of Summer '60

More than ever before, the schools and colleges of America are keeping their doors open and their classrooms full right through the summer.

49 "A Privilege, Not a Chore"

Newspaperman Elmer Wells reports on the experiences of the Pasadena Schools in planning summer programs with maximum community support.

50 Business Goes to College

When business and education marry, the dowry goes to the campus.

52 Salesmen at Syracuse

Jack Rimalover, of the NSEI, describes the kind of two-part harmony that can exist between business and education.

54 Executive Summer

A world-wide look at the professional and cultural events that will make this summer the best one ever.

56 A Climate of Your Own

E. E. Halmos, Jr., presents a round-up of developments in air conditioning that point to the 12-month school as a reality.

58 Year-Round Comfort

Schoolmen and architects should keep these factors in mind when laying plans for climate-controlled classrooms.

59 The Informal Organization Man

As Van Miller sees it, there must be some latitude within the formal structure of educational administration.

63 Summer Workshops for Custodians

Astute administrators have discovered that summer offers a fine opportunity to bring their custodial staffs up to date on new products, procedures, and materials.

69 The Administrative Interne

Michigan's Louis Rice and Robert Dorsch and Columbia's Joel Elkind describe their experiences in two different interne programs.

75 An Electronic Payroll

William M. Berry tells how new high-speed electronic processes have solved key problems for the Los Angeles school administrators.

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LETTERS

VIEW ON ECONOMY

I think *One View* in the March issue of your magazine is very good. The comparisons and illustrations given are very clear to me.

I wonder whether there would be any chance in having this digested "in toto" in *Readers Digest*. . . . I believe it would have a desirable effect on people who read it.

BASIL L. HICK, Associate, Division of School Buildings and Grounds, The University of the State of N.Y., The State Education Department, Albany

I couldn't agree more with your definition of economy in school buildings. I hope you will keep on saying this when the appropriate moments arise.

The story on the Florida Presbyterian College was extremely well done and marked a high point, I think, in showing how an institution of this type can get under way.

STANTON LEGGETT, Engelhardt, Engelhardt, Leggett and Cornell, Educational Consultants, New York City

TOOLS FOR TEACHING

I have read over and over again the insert *Tools for Education* from the February issue of OVERVIEW . . . I was interested in "One cent in the annual budget dollar goes for books, and not more than 3¢ or 4¢ go for all educational supplies and equipment," on page 2, second paragraph of that insert . . .

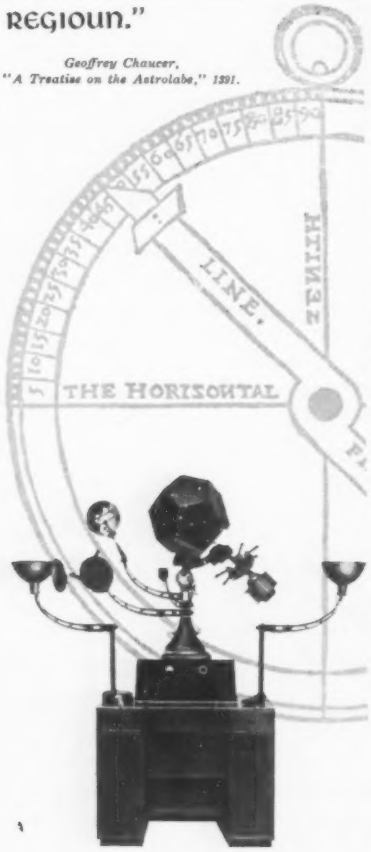
I have before me a study of 50 different school systems which show a cost per pupil . . . and a relationship of all textbooks, library books and all instructional supplies running from about 2.82 percent to 6.8 percent of the yearly cost per pupil. When instructional supplies alone are considered these run from about .5 percent up to 4.44 percent of the cost per pupil . . .

We believe that the law of aver-

OV-205

"...truste wel that alle the conclusions that han be founde, or ellys might be founde in so noble an instrument as is an astrelabie ben unknowe parfitly to eny mortal man in this regioun."

Geoffrey Chaucer,
"A Treatise on the Astrolabe," 1391.



Chaucer's treatise, written for his son, explained the most advanced scientific astronomical instrument of the time, the astrolabe. Today's "mortal man"—and child—have the privilege of studying astronomy and the space sciences with the aid of the precision engineered Standard Model Spitz Planetarium.

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Letters (continued)

ages is one that cannot be repealed and is a pretty good indication. We have checked many budgets and particular purchases over the years and it is surprising how closely they follow the average . . .

One thing that does disturb us is the reduction of quality taking place, with a consequent value loss, in the purchase of educational tools on the basis of low price without a check to see if specifications have been followed. We believe that pupils need quality materials for pride of ownership and workmanship . . .

ROBERT M. KURTZ, Kurtz Bros. School Supplies and Equipment, Clearfield, Pa.

. . . I am particularly pleased with the excellent spread on tools for teaching. This is a great job, well planned from beginning to end and gets at the critical points in a very effective manner. This ought to do a lot of good and it is particularly timely to have an article such as this blended into our AASA convention.

SHIRLEY COOPER, Associate Secretary, AASA, Washington, D.C.

Your 12-page insert in the February 1960 issue is the best of campaign material that I have ever seen for our community. Accent in our school system is on quality education. Our parents are willing to pay for that which they understand. Pages 73–84 hit the crux of our problem.

JAMES R. BRYNER, Sup't., North College Hill City Schools, Cincinnati, Ohio

PARTNERS, NOT PR

On page 104 of your March issue you carried a fine report of Ira Glick's speech to industrial leaders, advising them that schools are, indeed, a good investment of time and money. However, you identified Glick & Lorwin as "an advertising and public relations agency" instead of what we really are, educational consultants.

We're not just being over-sensitive in wanting this set straight; it's a question of basic philosophy. Too many companies still think of the schools as places to make a sales pitch to an enormous captive audience. With our industrial accounts and with our public service accounts we're demonstrating that schools and business are partners when they understand each other.

GLORIA DAPPER, Senior Associate, Glick & Lorwin, Educational Consultants, N.Y.C.

• *Ed: Sorry for the error. We understand your concern.*

KUDOS

Have perused all three issues of OVERVIEW. My evaluation in a word: WOW! With what I judge to be a rare synthesis, you have combined, happily, a precisely and pleasingly pruned prose with a satisfying comprehensiveness that just nicely falls short of prolixity. Bravo!

EDWARD R. GORK, Principal, Bennett School, Jackson, Mich.

Keep up the work! OVERVIEW is living up to its great name—and *great tradition!*

MAURICE G. POSTLEY, Hicksville, Long Island, N. Y.

MORE ON MERIT

I was somewhat disturbed by the article in the February issue titled *Why Teachers Dislike Merit Rating.* I agree fairly completely with the author's reasoning, but I think he made the mistake of not explaining sufficiently the processes of appraisal which can be used to help people improve themselves. This might have helped to strengthen his own bias against merit rating as it is proposed to be used in some instances. We know that people are rated whether a particular scheme is used or not so the issue is not one of either having a rating program or not having one. I think, rather, the issue is one of determining the specific purpose of a rating system. This the author did not clearly explain . . .

HARRY S. BELMAN, Chairman, Industrial Education Curriculum, Department of Education, Purdue University, Lafayette, Ind.

OV-206

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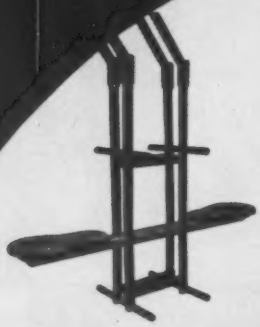

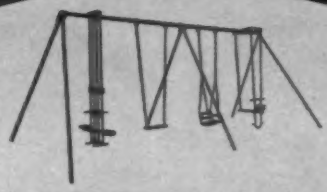

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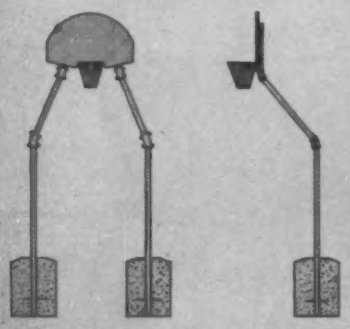
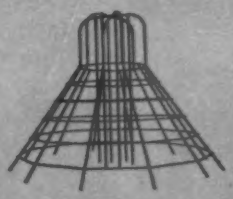
Support pipes are 1⅞" o.d. galvanized steel pipe and cross bar is of 2⅜" o.d. galvanized steel pipe. Gliders are suspended by four ⅜" x 1½" steel bars. **Model B-101 Combination**

HOBBY HORSE SWING Cast aluminum head, hardwood seat, steel tubing frame—Horse available on any frame.





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Ladder steps (non-slip perforated) ..... 12 gauge steel
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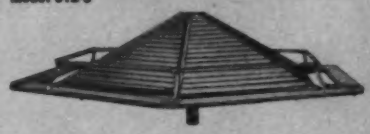

REGULATION OFFSET BASKETBALL BACKSTOP The safest design available in outdoor backstops. Support posts are off the play area, 2½ feet behind the backboard 6 feet apart. All steel construction, certified malleabe iron fittings. This backstop offers an exclusive set screw arrangement to eliminate backboard adjustment problems, makes it easy to keep backboard perfectly vertical at all times. Also fan and rectangle backstops—single and double post. **Model BB-15-OP**

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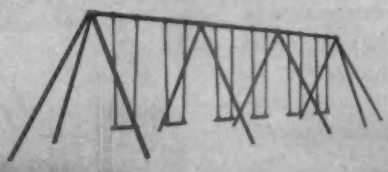
Model C-400



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ONE VIEW

Archibald B. Shaw

Summer Is for Something Different

IT'S SAD to see so many schools and colleges borrowing bits and pieces of their regular school or academic year program to make up their summer offering. If we didn't know otherwise we'd be tempted to wonder if they really do want to find new and better ways. But it's not lack of concern that accounts for the more-of-the-sameness of too many summer programs. It may be that the pressure on program and curriculum just naturally forces their thinking of summer as a relief vent.

Of course, summer sessions, elementary, secondary, or college, probably should provide a chance for the rapidly maturing student in a hurry to "cover" four years in three. Probably, too, catch-up opportunities should be furnished the student whose health or slower maturing rate have held him back. Maybe even the student who just can't squeeze into his regular program some subject of real interest and value offered during the regular year should find opportunity in the summer session. But these uses aren't enough! They don't take advantage of the special opportunity to do something different.

The challenge is to use this relatively new opportunity to do new things in new ways, to experiment, to adapt, to find opportunities for those who don't respond to the usual year's program. At the elementary-secondary level it may be argued that there is a moral responsibility to allot added resources to the group which gets the least out of the regular session. Publicly supported colleges may feel the same obligation. But any educational institution will find summer the least difficult season to experiment with change. Not merely complacent, but foolhardy, are those who are so content with their programs that they want only to extend them.

In planning programs for a longer school day, school week, or school year more than the convenience of parents, children, or staff needs to be taken into account. What does the proposed extension replace? Some fall into the trap of considering non-school time a void just waiting to be filled. It's not. People do not vegetate during those non-school hours; they live and learn. Valuably or destructively they find out about themselves and the world in which they live. Total planning may be a naughty phrase but it is foolhardy to trespass on what is now non-school, non-college time unless there is first a careful balancing of the values of activities displaced with the gains hoped for.

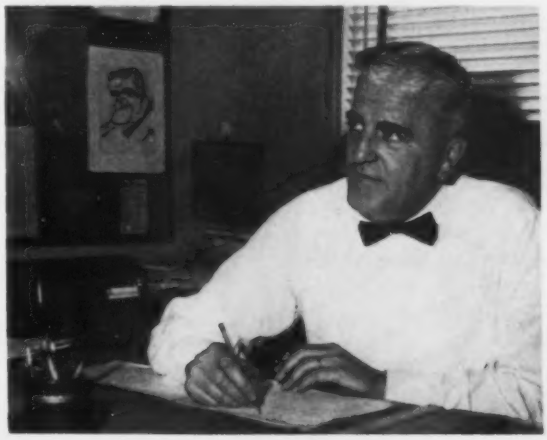
Summer holds opportunities to develop personal, socially desirable skills, hard to get in the formal curriculum: personal typewriting, home and hobby mechanics, and driver training which cannot be crammed into everyone's busy school year; dramatic workshops, creative arts, crafts, and intensive instrumental instruction which may well be more effective in concentrated, all-day doses. Living language camps in which all communication is in the language to be learned—what magnificent opportunities lie here. Descriptive botany to ecology, experimental zoology to bird watching, when better?

A few other programs have been designed to promote citizenship understandings in a way uniquely possible in the summer months. Understanding of our natural heritage and of the urgency of conservation serve social purposes. Citizenship encampments have worked with people of high school age and older. It's not just fun but satisfying to get acquainted with social responsibility as part of a self-sustaining camp group.

Tours and trips, designed for a purpose and ranging from canoe-camp trips to transcontinental bus, train, or plane trips are valid educational programs. And vocational exploration is a growth-producing activity. It may be "just" a summer job or a school-supported apprenticeship in a research lab, but its value is self-evident.

Experimenting can be in organization, in curriculum, or in methods and materials. The freedom is there, at least initially. College preparatory schools which don't dare let go of the biology-chemistry-physics sequence (and methods) find freedom to try new methods and new organization in summer science workshops. The applicant's hours are his to set and qualified people are available to steer him. No marks, of course, just learning.

Summer is a season for outdoors and a time for experiment. Summer is for something different. ●



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a big portion
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transportation
budget goes up
in smoke
because
of high
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costs and
poor fuel
economy
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buses.
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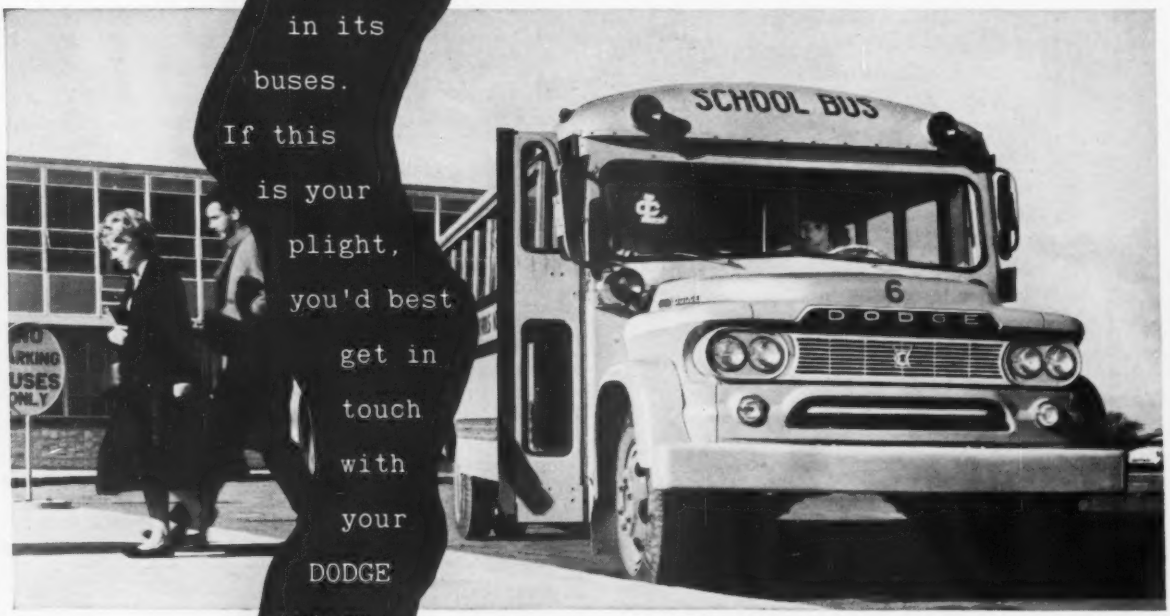

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FORUM

Take a Straw Vote

How do board members know what is really desired by the people in their communities? Are they influenced unduly by a vociferous but unrepresentative group? Actually, any resemblance between that mythical thing called the will of the majority, and the educational practices in our public schools is in some communities coincidental, except during the period immediately following a reform movement. Even then, the atmosphere is generally clouded by personalities to such an extent that real educational issues become buried by cliques.

Who then determines educational policy? Perhaps the best answer is certain individuals and groups within a community, but not necessarily the majority. The result is not a policy but a series of compromises or a continuous armistice entered into in order to keep peace in the family.

If we assume (and in a democracy, we must) that boards of education should follow majority opinion, how can school boards be sure they know what that opinion is?

One vehicle that may help board members on major decisions, at least, is the straw vote. Local newspapers can be asked to publish in coupon form an agenda for each board meeting two weeks before it is held. Citizens could check their opinions on the major issues coming up for vote and mail the coupon to the board secretary for tabulation prior to the meeting.

It should be made clear to the public that this is not voting but opinion gathering, and in no way binding on board members. When the responses are light it may be the citizens' way of saying that they are satisfied with either direction the board takes. If, however, there is a heavily divided vote on a particular question it may be wise for the board to postpone a decision until more ground work is laid. Here would be an ideal place for citizens committees, parent-teacher associations, or other study groups to take over and discuss in more detail the implications of the issue involved. This should result in a clearer mandate at a future meeting.

The straw vote technique should not only take a great burden off board members but build greater community support of our schools and respect for our boards of education.—*Leo W. Jenkins, vice-president, East Carolina College, Greenville, N. C.*

Another White House Conference

Those who were fortunate enough to have attended the much-touted, if largely ineffectual, White House Conference in 1955, can sympathize with the 7,600 delegates to the 1960 White House Conference on Children and Youth. The *Herald Tribune's* Terry Ferrer quoted a delegate as saying, "I feel as if I'm drowning in a sea of amiable words." (See "News Round-up" page 83)

This Conference heard nearly 300 formal speeches; but the discussions and conclusions of the participants were unusually fruitless, as on the closing day the recommendations of 210 workshop groups had not even been fully collected, to say nothing of being collated. The delegates apparently won't even have the consolation of seeing their findings given summary form before being scuttled.

Of course, no White House Conference is going to replace the representative legislative processes. But it does seem that the vast expenditure of time, money, and talk should move the country's thinking forward. There have been such conferences in the past starting with the 1909 conference which resulted in the establishment of the Children's Bureau in the Department of Labor. But the winds that blew through this 1960 Conference seemed to have blown no one any good.

Design for a Convention

More than three thousand elementary school principals came together in St. Louis last month for one of the most skillfully prepared conferences of its kind. They took a topic as large as "Directions for the Future" and made it come to life—not only for elementary education in general, but even more importantly for every principal who participated.

The theme was set Sunday evening with a thoroughly professional film strip *cum* recording entitled "Directions for the Future." President Vince Dodge then previewed the entire program of the conference, using slides (pictures of speakers) and background music most effectively. It was an excellent beginning.

On Monday, seven curriculum foundation assemblies were held and were repeated in the afternoon. At each a social scientist discussed significant trends to which an elementary educator reacted. On Tuesday, participants were assigned to hundreds of working groups, exploring the implications for local education and ways of directing their own community's schools towards the new responsibilities and opportunities. Finally, on Wednesday, the groups came together again.

Secretary Bob Eaves, President Dodge, and all who planned and executed are to be congratulated on an imaginative effort to give design and meaning to a major educational convention. ●

CALENDAR

MAY

2–6, American Society of Training Directors. At St. Louis, Mo. General chairman: John Monaghan, Training Consultant, Bemis Bros. Mfg. Co., 408 Pine St., St. Louis, Mo.

2–4, National Assn. of Educational Buyers. At Pittsburgh, Pa. Ex. sec.: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N. Y.

6–7, International Reading Assn. At New York City. Ex. sec.: James M. McCallister, 5835 Kimbark Ave., Chicago 37, Ill.

22–25, National Congress of Parents & Teachers. At Philadelphia, Pa. Mary A. Ferre, 700 N. Rush St., Chicago 11, Ill.

JUNE

6–10, Tenth Annual Institute for Training Specialists. At Cornell University, Ithaca, N. Y. Offered by New York State School of Industrial and Labor Relations.

19–25, American Library Assn. At Montreal, Canada. Joint Conference with Canadian Library Assn. Ex. sec.: David H. Clift, 50 East Huron St., Chicago 11, Ill. Theme: Breaking Barriers: An Inquiry into the Forces That Affect the Flow and Utilization of Knowledge.

21–24, National Commission on Teacher Education and Professional Standards. At San Diego State College, San Diego, Calif. Ex. sec.: T. M. Stinnett, 1201 16 St. NW, Washington 6, D. C.

26–July 1, Department of Kindergarten-Primary Education. At Los Angeles, Calif. Ex. sec.: Ethel Thompson, Consultant, 1201 16 St. NW, Washington 6, D. C.

26–July 1, Department of Classroom Teachers. At Los Angeles, Calif. Ex. sec.: Margaret Stevenson, 1201 16 St. NW, Washington 6, D. C.

26–July 1, National Education Assn. At Los Angeles, Calif. Ex. sec.: Wm. G. Carr, 1201 16 St. NW, Washington 6, D. C.

28–July 1, American Home Economics Assn. At Denver, Colo. Ex. sec.: Mildred Horton, 1600 20 St. NW, Washington 9, D. C.

JULY

4–8, National School Relations Assn. At San Francisco. Ex. sec.: Roy K. Wilson, 1201 16 St. NW, Washington 6, D. C. Public relations seminar.

6–9, National Federation of College and University Business Officers Assns. At French Lick, Ind. Ex. sec.: Kenneth A. Dick, Comptroller, University of Idaho, Moscow, Idaho.

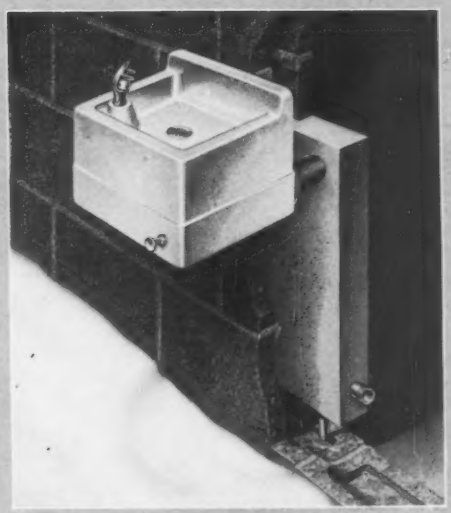
Data for delegates—The daytime temperatures at French Lick up to 100°; nights are warm but pleasant. Good fishing at nearby Lost River. Other attractions: West Baden Springs (just down the road), Marengo Cave (12 miles), and Wyandotte Cave (23 miles). Served by Southern Route RR and a branch of the Chicago, Indianapolis, and Louisville RR. Small airport for executive flights. Closest large commercial airport is at Louisville (40 miles).

10–14, American College Public Relations Assn. At Washington, D. C. Ex. sec.: Frank L. Ashmore, 1785 Massachusetts Ave. NW, Washington, D. C.

31–Aug. 3, Assn. of College and University Housing Officers. At University of Indiana, Bloomington. Ex. sec.: A. Thornton Edwards, 121 Anderson Hall, Kansas State University, Manhattan.

OV-209

FREEZE-PROOF



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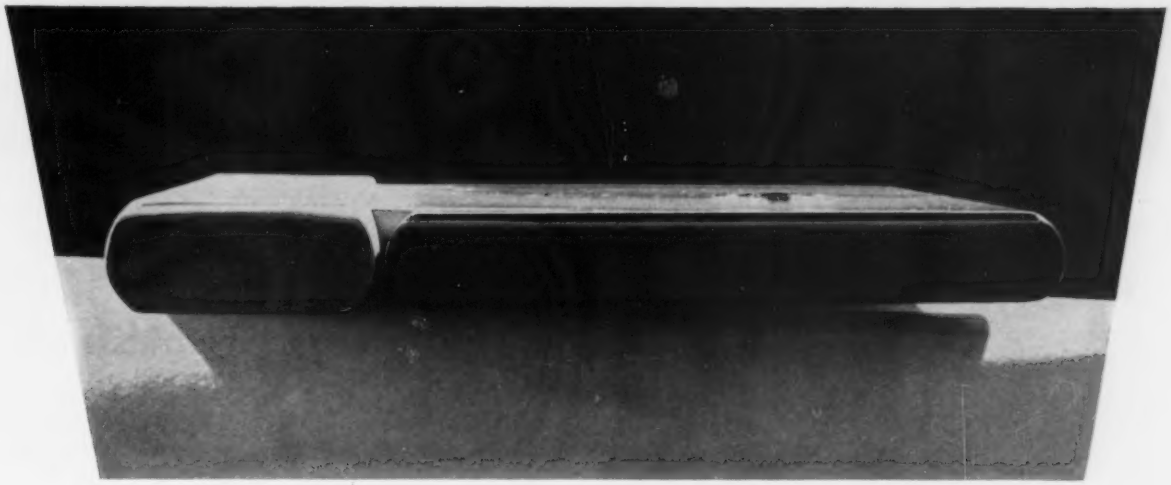
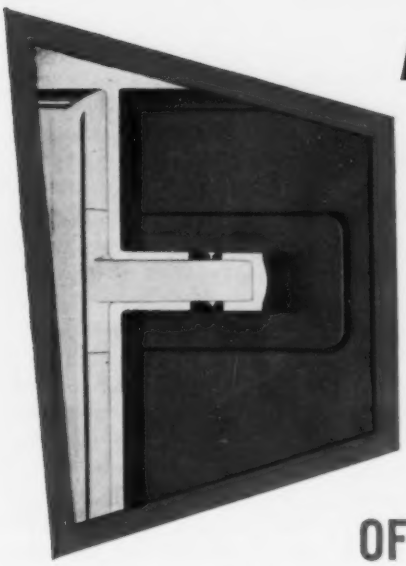


IN THIS PICTURE OF WHAT YOU CANNOT SEE



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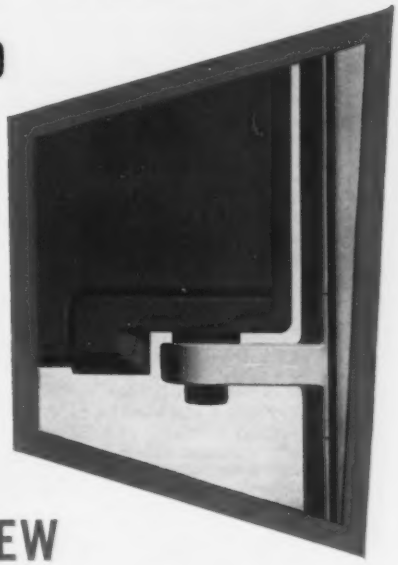

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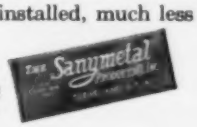

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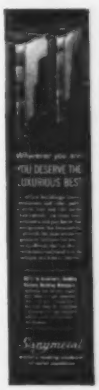

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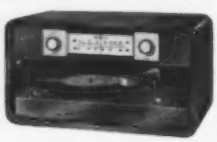

Combines perfectly with the S224 system. Provides complete facilities for the distribution and control of radio and phonograph programs. Includes precision-built FM-AM radio tuner and high quality 3-speed record player. The matching S404 and S224 units may be stacked compactly to conserve desk space. Together, they form a complete and versatile sound system offering either communication or program facilities at the lowest cost.

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ECONOMIC

Let Nobels Ring

When Elvis Presley was recently discharged from the United States Army, his agents told reporters that he made only $1,600,000 during the past year.

On the day of this announcement a celebration was held in honor of a teacher who had spent 39 highly successful years in a well-to-do Kansas community. At a dinner given in her honor the teacher was presented with a scroll stating that she had made a great contribution to the young people of the school and to the intellectual and moral development of the entire community. She had been singled out as one of the most successful teachers in that section of the country. She received a certificate. Elvis Presley received $1,600,000.

Many young people undoubtedly read about both persons in the newspapers. What did they think about the disparity of the rewards in these cases? We must admit that we have no practical way by which we can pay even the greatest teachers $1,600,000 for a year's work.

One of the goals that should be set for American education and worked on until it is reached is the giving to a few school people some extremely high rewards. The Nobel prizes in such fields as physics, chemistry, and medicine are not extremely large—the award is about $40,000 at the present time—but they are an indication that the world has stopped for a little while to consider the importance of those fields and to salute the persons who have made an outstanding contribution in them.

What about the many other workers who have performed almost as well and have not received rewards? The Nobel prize in physics is a reward both to the individual and to his colleagues working in this field. This is a small way of saying that the work is important and deserves recognition. Surely, there must be some way by which a few $40,000 equivalents to the Nobel prize could be given in the field of teaching. Because there will be hundreds of teachers who performed almost as well, someone will then ask if we should single out one teacher.

It may well be that Presley's prize of $1,600,000 is not the best way to reward a great teacher. (It is also quite true that federal tax collectors will take 91 percent of the $1,600,000 and some states will tax what is left.) But until someone comes up with a better way this might certainly be worth a try.

A money award for good teaching could be too materialistic. But as long as society puts anything like the

SCENE

for Teachers, Too

value it does upon material success, dollar-poor education is under a terrific handicap in competing for the ablest people. Every possibility that promises help must be explored.

Mr. Presley's inflated income was possible because records and television enabled him to be seen and heard by millions of people. This may be a possible clue to where some of the high rewards for teaching will come from. In the process of using modern electronic devices, someone with the ability to teach masses of students might easily be given rewards surpassing the income of Mr. Presley. This may not be the best of all possible ways to pay our best teachers, but it is one way that could be used now.

It is of at least passing interest that Russia, with the massive power of a dictator state, tried to initiate equal pay for equal work and could not make it go. Even by rewarding some with power and prestige, in lieu of money, Russia was unable to make the economy function and switched to capitalism's formula of basing the worker's pay upon his efficiency. No one would suggest Russia as a model, but at least the experience tells us that non-monetary rewards alone will not make an economy run efficiently—even when backed by absolute power. This might give some indication of the complexity of the problem if the United States tried to give rewards other than high material recognition.

Most economists would favor using all the non-monetary rewards possible. But even they would also believe that monetary rewards will help more in attracting a good share of the ablest people to the teaching profession.

Meanwhile, more citations. Two teachers most recently honored are: Mrs. Hazel Davenport, 1st-grade teacher at Central Elementary School in Beckley, West Virginia, named *McCall's* Teacher of the Year; and Mate Graye Hunt, member of the library faculty of Western Michigan University, recipient of the Good Teaching Award from Beta Phi Mu, international library science honor society.

What rewards for great teachers? Certificates of paper? Yes. Honors? Yes. Public prestige? Yes. High salaries? *Yes.* The ablest young people in any society want to try for the top rewards. We must have some of them in teaching. Our ablest talent should also devise ways of getting them there.

—Harold F. Clark

OV-212

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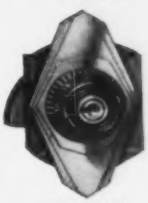

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LATE NEWS

For more complete coverage, see pages 83–96.

BREAKTHROUGH IN TEACHER EDUCATION: Grants exceeding $2.7 million have been awarded by the Ford Foundation to help advance what it terms a national "breakthrough" in the education of elementary and secondary school teachers.

The grants, third in a series begun by the Foundation last March, will be used to initiate new teacher education programs at eight colleges and universities. The full program now includes 27 schools that have received a total of $18.2 million.

Activities supported by the most recent grants range from the training of older married women for teaching positions to new cooperative arrangements between colleges and public school systems. Institutions receiving grants are Converse, Middlebury, and Oberlin Colleges and Pittsburgh, Notre Dame, Kansas State, Kansas City, and Northwestern Universities.

Each of the 27 institutions that has received Ford grants for teacher education has designed a program (differing in several respects but having common features) to attract better people into teaching, to give them a superior education, and to make better use of their capabilities when they are employed, Clarence H. Faust, a vice president of the Foundation, explained.

He cited four main innovations being introduced by schools receiving grants:

- Greater emphasis on the liberal education of teachers and on mastery of their special subject fields.
- Providing much of the teachers' professional training through responsible teaching duties as internes in nearby schools.
- Classroom experience as members of teaching teams and in other new instructional arrangements, such as the use of television, films, and tape recordings.
- Sustained cooperation among universities, colleges, and local school systems in recruiting future teachers and in financing their education.

Cooperating local schools are participating in at least three ways, Alvin C. Eurich, executive director of the Foundation's Education program, said. "They are paying internes regular stipends, thus helping to underwrite the education of future teachers. They are assigning internes regular duties as contributing members of teaching teams, thereby giving the trainee a new function and status in the school. They are designating senior teachers to supervise the programs of the internes, with the result that teacher education is becoming a faculty responsibility."

* * *

SCIENCE TEACHERS MEET: Biology, chemistry, and physics must not be the total science offering of high schools, Donald G. Decker, president of the National Science Teachers Association, warned. Speaking at the NSTA convention, he added, "It will take years of planning and training to achieve the kind of science education that is going to produce the individuals we need to compete for survival in a scientific revolution we do not yet comprehend socially or industrially."

Delegates generally agreed that "television plus the classroom teacher" make the best combination for teaching science. James B. Bailey, Denver teacher, explained that his TV science course is beamed to grade school boys and girls giving enrichment not only to them, but to their teachers. Frequently, he said, elementary teachers do not have the science background necessary to stimulate interest in the subject.

* * *

PROGRESS REPORT ON INTEGRATION: Only six percent of the three million Negroes enrolled in public schools of the 17 southern and border states and the District of Columbia are attending classes with whites this year, according to latest reports from **Southern School News.** In the sixth school term since the U. S. Supreme Court declared school segregation unconstitutional, 524,425 Negro students are in integrated school districts. An estimated 182,104 of these actually attend classes with whites.

The District of Columbia and West Virginia have complete integration in their school systems. Six other states have substantial integration, five have partial integration, and the remaining five maintain complete segregation.

Seventy-seven percent of the Negro student population is enrolled in the states with the least desegregation—the five with partial integration and the five with complete segregation.

* * *

BUSINESSMEN GET TRAINING: A new 17-week program of intensive training for experienced younger businessmen in the 28–35 age bracket will begin at the Harvard Business School on August 28.

This "Program for Management Development" will bring men with five to ten years of business experience back into the classroom to sharpen their administrative skills.

The new session replaces the eight-month Middle Management Program in the Business School which was begun in 1953 and was planned for men at the same levels of age and experience.

The new program is designed to give men in the middle levels of management a firmer grasp of their present job and an understanding of broader responsibilities ahead. In seminars, classrooms, and small groups, case studies of actual business situations will command the students' attention. A file of more than 24,000 case studies are available for this purpose.

* * *

MICHIGAN'S SIXTH: The sixth annual Institute on College and University Administration will be held at the University of Michigan June 20–24, during the regular summer session.

The Institute is held to give present and prospective leaders in higher education an opportunity to study basic problems of college and university administration.

Discussion themes include patterns of organization and control, communication as a factor in administration, faculty personnel policies and curriculum development, institutional research and self studies, and financial management.

* * *

TO TRAIN COUNSELORS: The need for larger numbers of qualified guidance counselors will be met in special training institutes sponsored both this summer and during the 1960–61 academic year under provisions of the National Defense Education Act.

Training for about 800 secondary school teachers serving in counseling and guidance capacities will be offered during the next school year at 22 colleges and universities. Most of the teachers who will attend the institutes will have had some guidance training, and in many cases the additional training offered at the institutes will enable them to complete their requirements for state certification as counselors.

These academic year institutes are in addition to the short-term institutes to be held at 84 colleges and universities this summer for about 3,000 secondary school teachers.

Enrollees from public schools will receive stipends of $75 a week plus $15 for each dependent. Those attending from private schools will attend the institutes without charge, but will receive no stipends.

* * *

STRESS RARE LANGUAGES: Seven more colleges and universities have been designated to receive $300,000 of Federal funds for operation of Language and Area Centers during the 1960–61 school year. This brings to 40 the number of such centers established under the National Defense Education Act.

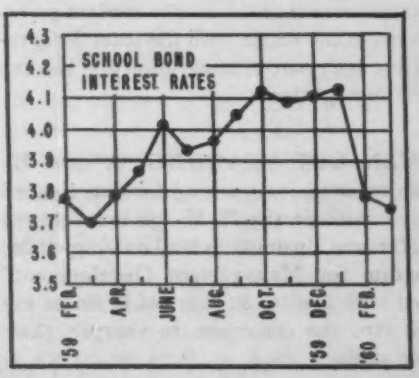
Centers are designed to strengthen facilities for the study of major languages seldom taught in this country and to prepare future college teachers of these languages.

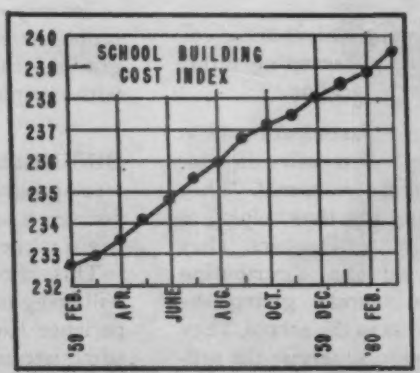
Commissioner of Education Lawrence G. Derthick has designated 24 languages in which present instruction is inadequate for national needs. Among them are Chinese, Hindi, Arabic, Portuguese, Swahili, and Urdu.

* * *

POTPOURRI: The Greece, N. Y., Central School Board has voted to allow teachers with five years of service to take a leave of absence for six months at full pay for study and travel. Decision will prove encouraging to those teachers who wish to continue their studies, according to board president Edward T. Shaughnessy. . . .The W. K. Kellogg Foundation of Battle Creek, Mich., has just announced grants to five universities for preparation of junior college administrators. Schools in the program are Columbia University Teachers College, University of California at Los Angeles, University of California (Berkeley), Stanford University, and the University of Texas. . . . Parents of students at the University of Bridgeport have raised approximately $5,000 this year for a "Faculty Salary" fund designed to better the University's position in current competition to maintain and attract outstanding teachers. Funds contributed are used to augment salaries of full-time faculty members at the University. A goal of $13,000 annually has been set by the fund committee.

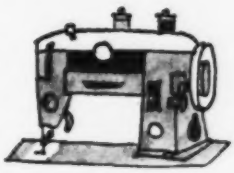
* * *





BUILDINGS & BONDS: Index of school building prices continues to spiral upward, due to continuing rise of building wage rates; March index was 239.5. Further fluctuations in school bond interest rates are expected. March interest index took a slight dip to 3.73%.

Is your school taking advantage of all these **SINGER** teaching aids?



Sewing Machines. You have certainly heard about the SLANT-O-MATIC* machine . . . the easiest zigzag to *learn* on . . . easiest to *teach* on. Ideal to pair with the SLANT-NEEDLE Deluxe, most advanced straight-stitching machine. (Parts and accessories are interchangeable.)

Many other heads available . . . each dependable as only a SINGER Sewing Machine can be.

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They remove lint, oil machines and make simple adjustments *free of charge*. If more complicated repairs are needed, detailed estimates are submitted for approval *before* machines go to the SINGER workshop.

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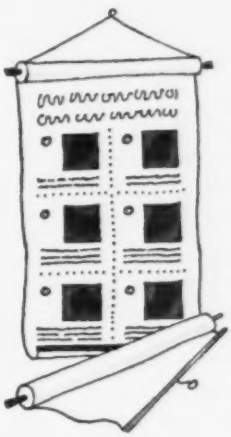
Note: Many new schools, or schools designing new sewing classrooms, have been aided by SINGER in their planning. If you could use similar assistance, don't hesitate to call.

Film Strips. A variety of excellent visual teaching aids: basic sewing machine operation; use of line and color in dress design; plus new film, Vacuums for Homemaking. They are change-of-pace supplements to teaching, and come with record, or script for reading. Some in full color . . . some free . . . others low-cost purchase.



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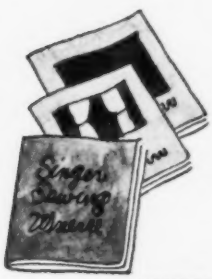

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Today's example is the Westwood, Mass., Senior High School. It combines beauty, function and economy. Window walls are thin, so there's more room inside. They went up quickly, so construction costs were reduced. See what steel window walls have done for the cafeteria, shown on the right. Pleasant sunlight bathes the interior. The continuous expanse of glass allows students to eat in pleasant, airy surroundings instead of yesterday's dark, interior cafeteria. Here is a simple, uncluttered design that has received high praise from visitors and students alike. Note, too, the auditorium in the background, a colorful blending of porcelain enameled steel with other building products.

Westwood High School is modern. It takes care of 500 pupils now, but the design allows for expansion to accommodate 400 more. It owes much of its functional beauty to steel . . . window walls and colorful porcelain enameled steel panels. These products can do the same for your next school. Write us for more information: United States Steel, 525 William Penn Place, Pittsburgh 30, Pennsylvania.

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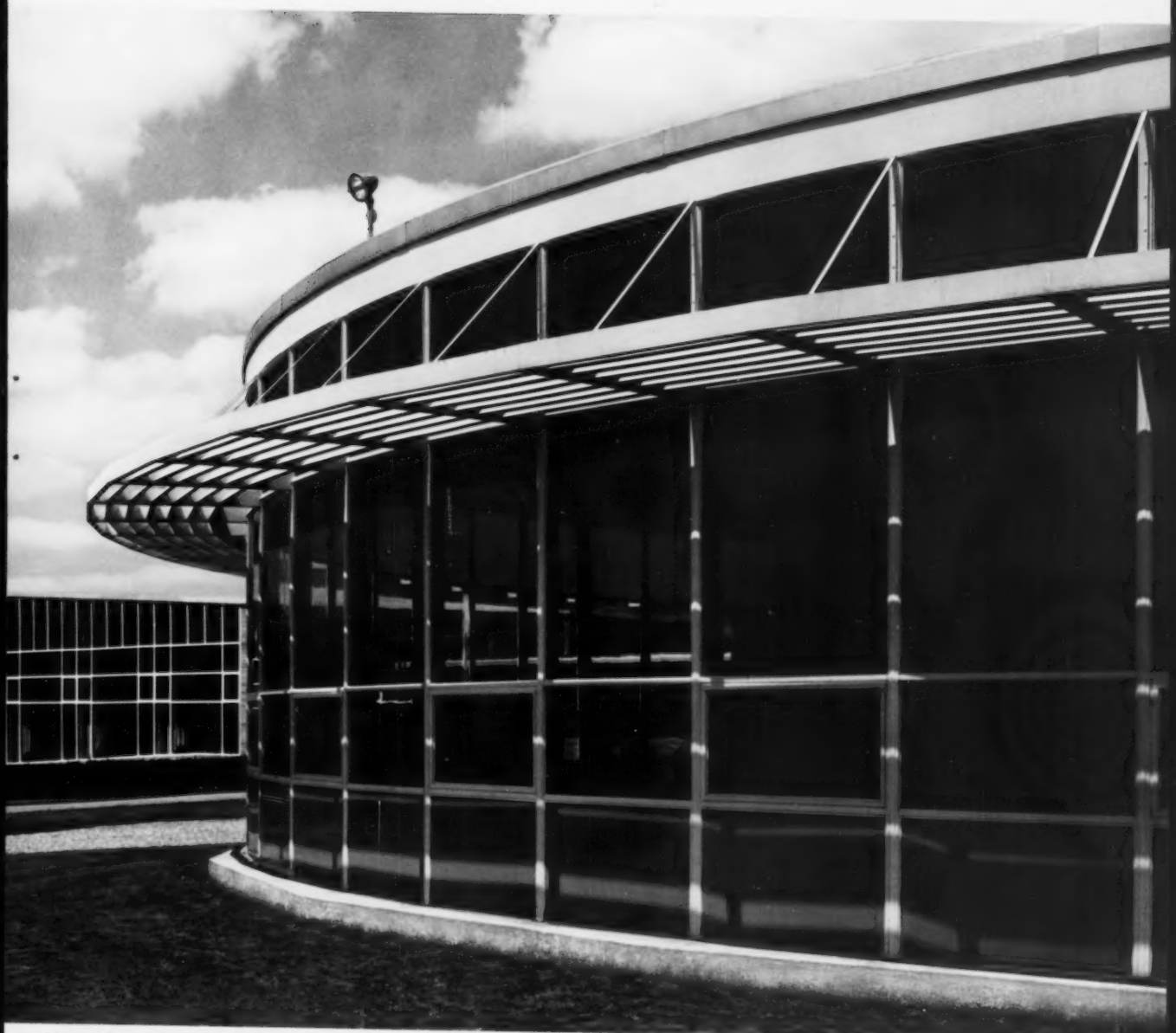

Window Wall Manufacturer: Hope's Windows, Jamestown, N. Y., Panel Fabricator: Seaporcel Metals, Inc., Long Island City, N. Y., General Contractor: Wexler Construction Company, Inc., Newton Highlands, Mass.

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Fiberesin is durable, and especially adaptable to school and institutional use. School desk tops, educational, and dormitory furniture built with ***Fiberesin*** can literally be installed and forgotten, as the ***Fiberesin*** surface and edge completely withstands use and abuse. It has particular resistance to abrasive wear and will never warp or twist out of shape Tops cannot be "ringed" by wet bottles or glasses — even piping hot, spilled coffee. Burning cigarettes, fruit acids, alcohol, grease, cosmetics, fingernail polish and remover . . . in fact, ***Fiberesin*** completely resists all ordinary enemies of furniture, including students and their gouging, nicking, trenching, and ball-point doodling.

Furniture and school desks built with ***Fiberesin*** are beautiful, too. The flat, ripple-free surfaces and satiny, warm-to-the-touch finish reflect truly fine furniture construction. ***Fiberesin*** also provides ideal, approved light reflectance . . . important on school desks, desirable on other furniture. Whether the furniture is a simple tablet arm chair, a traditional desk, or a modern, contemporary dormitory chest, the selection of ***Fiberesin*** assures beauty, as well as function.

And, ***Fiberesin*** is so easy to care for! Once over lightly with a damp cloth and the top or panel looks like new. Badly soiled surfaces are more easily cleaned with any of the cleaner-waxes available. Because of the proven durability of ***Fiberesin***, it never needs refinishing . . . a most important feature to anyone concerned with operating costs!

More and more schools throughout the country are specifying ***Fiberesin*** for its durability and functionalism . . . college and university, contract, institutional and government buyers are demanding it for these features, as well as its beauty . . . if desks or other furniture are a part of your plans, we suggest you SPECIFY FIBERESIN — THE GUARANTEED MATERIAL . . . first choice of educational purchasing executives.

FIBERESIN meets all specifications and requirements of Federal Specification L-T-0041c (GSA-FSS) Type 111.

a **the exclusive fiberesin edge**

Fiberesin being a ***solid*** board throughout, presents a ***solid*** edge profile. The ***Fiberesin*** edge requires no expensive, fragile banding, lamination, or concealment. It is shaped to any desired contour and simply finished. Only ***Fiberesin*** offers this solid use-and-abuse resistant edge that will withstand severe mishandling without damage! The elimination of edge banding also eliminates a sanitary hazard . . . there are no crevices to trap and hold food, milk, dirt, and germs.

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Fiberesin is molded under controlled heat and high pressure against pre-finished press plates . . . there is no possibility of surface irregularities, glue lines, "telegraphing" grain patterns, or high spots. No ripples or shadows mar the appearance of ***Fiberesin***. The molded-in surface finish has the soft, satin effect of fine furniture.

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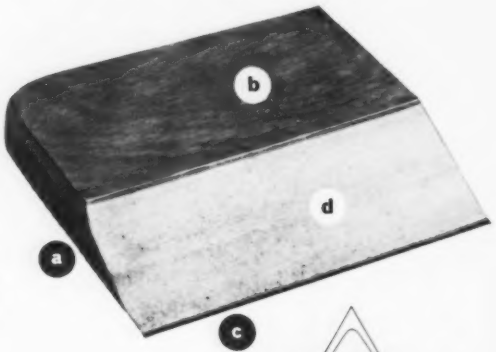

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The Direct Method for Language Teaching

Foreign languages are most popular subject from first grade to college

FOREIGN LANGUAGES have become the "hottest" subject schools have to offer in the current school year.

The revival follows a period of many years in which the teaching of foreign languages was relegated to a position of comparatively low priority among educators and students alike. During this span, the typical high school or college foreign language program normally consisted of a two-year sequence offered in either French or Spanish. Little attention was given to the other major languages of the world and small demand was put forth for them.

The courses that were taught used a method of teaching only slightly changed from that used in language instruction at the turn of the century. Emphasis was primarily on grammar and on the ability to read or write the particular language.

Outside of advanced courses offered to a limited number of students, practically no attention was given to speaking and understanding the language or to learning about the people who spoke the language in their native country.

However, all this has been changing in the past two years, largely due to inadequacies made evident by the pressures of the Cold War. Americans have come to realize they live in a constantly shrinking world, and with that realization they have recognized the need for communicating with the other peoples of the world.

The nation's schools have been among the first to respond to this need, and the current school year has marked new highs in modern language programs. Entirely new methods of teaching are being used, languages that have seldom been taught before have become part of the curriculum, and new language programs are reaching down into the elementary grades, since it has been found that these youngsters can grasp the language more readily than older students or adults.

A look at some new language programs across the country highlights these trends:

In California, a revolution in teaching Spanish, French, and other foreign languages has reached major proportions. A complete change in approach, aided by electronic equipment, is teaching young Californians foreign languages in much the same manner they are taught English as toddlers.

Instead of starting out to learn verb conjugations, rules of grammar and idioms as had been the custom, students start their Spanish class, for example, by listening to recorded spoken Spanish. This listening process continues for weeks as the students begin to understand words, then sentences, and finally, whole conversations.

As the words are learned, students begin speaking them. Then they will learn to read and finally to write Spanish. This school year, more than 100 California high schools are using this "direct" method.

Our newest state—Hawaii—will be teaching Chinese, Japanese, Korean, Russian. Hindi, and Tagalog in the elementary grades.

In Scranton, Pa., and Milwaukee, Wis., Russian is offered as a high school elective. These are just two examples of the hundreds of high schools across the nation jumping on the Russian language bandwagon. Latest figures show there are now 400 high schools offering courses in the Russian language. New York City schools alone are teaching more

OV-217

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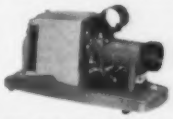

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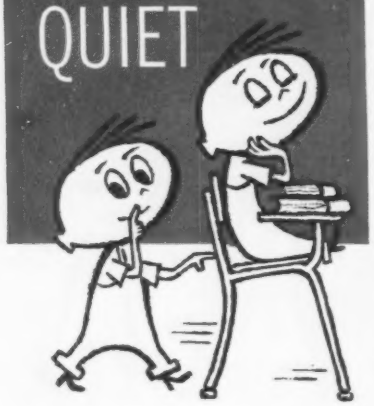

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Language Teaching (continued)

Russian courses this year than did all the country's schools in pre-sputnik days, according to Supt. John J. Theobald.

Before 1957, there were just 16 schools offering the course in the whole country.

So far, a critical shortage of teachers has been the most serious obstacle to the spread of Russian courses, but this situation is slowly being remedied, with a large assist from provisions of the National Defense Education Act.

The French program extends down to second graders in Toledo, Ohio, with radio being used to aid in teaching. Richmond, Va., will also teach French, but beginning in the 4th grade. In the majority of elementary language programs under way, the 4th grade seems to be the most popular for starting.

North Kansas City is starting to teach Spanish to 4th graders, not experimentally, but as a planned regular program. Louisville, Austin, Texas, and Savannah, Ga., are also among the communities teaching foreign languages in the elementary grades this year.

In Omaha, Neb., new language programs have been started in the junior high schools that are to cover the ground usually covered in the first two years of senior high school. This step has also been taken in Lancaster, Pa.

Colleges and universities, too, have reported a boom in their foreign language enrollments. Typical of these is Syracuse University which has a record high language enrollment this year, a 22 percent increase over last year.

"This unprecedented enrollment peak is a product of the currently spiraling popularity of language study and leads us to believe that in the next decade we will be graduating the largest number of multilingual students in the university's history," said Dr. Eric H. Faigle, dean of the college of liberal arts. ●

OV-219

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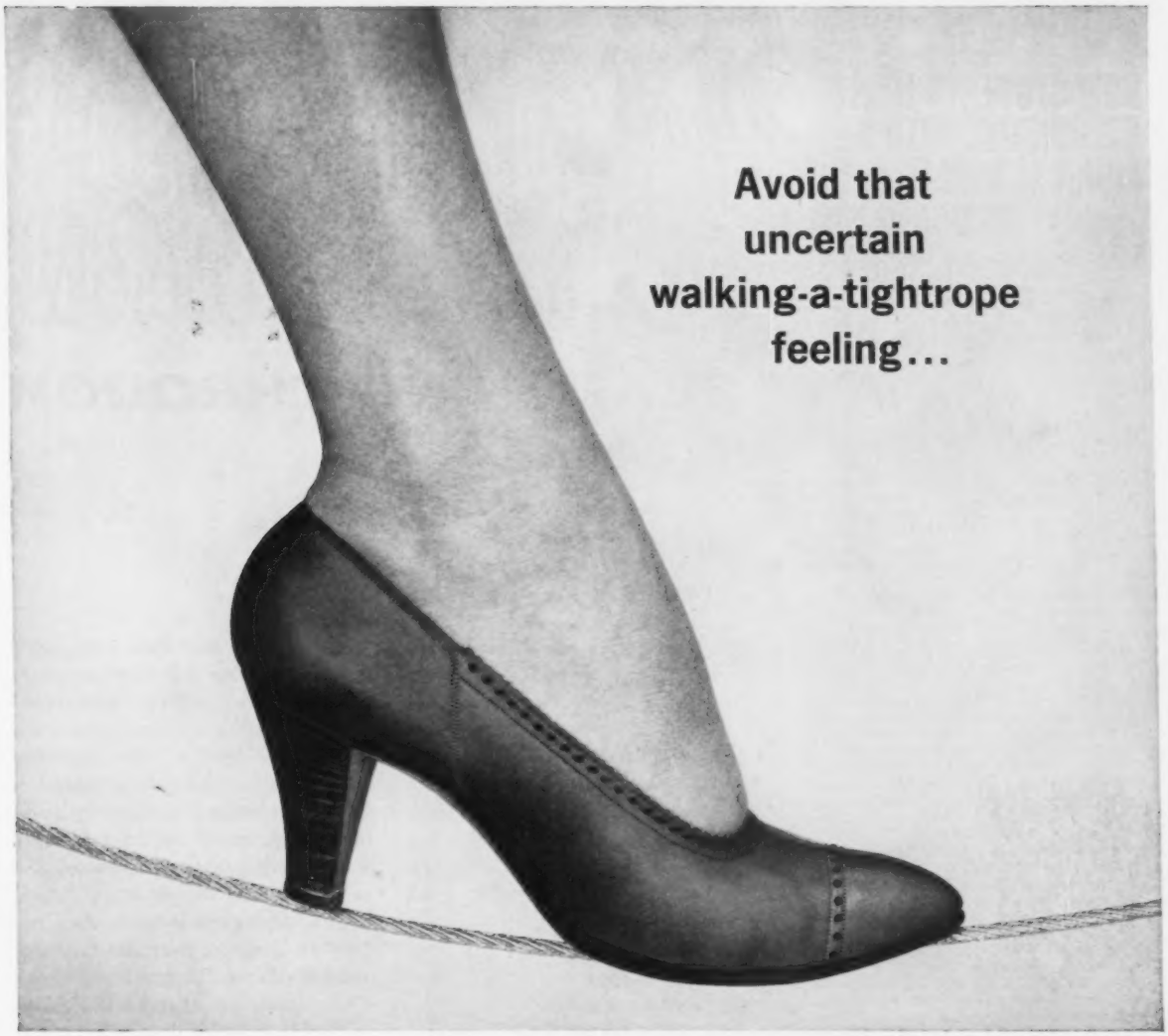

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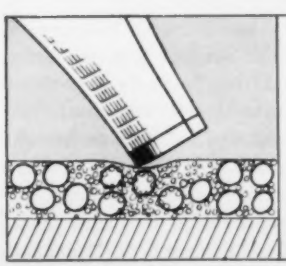

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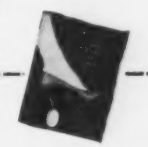

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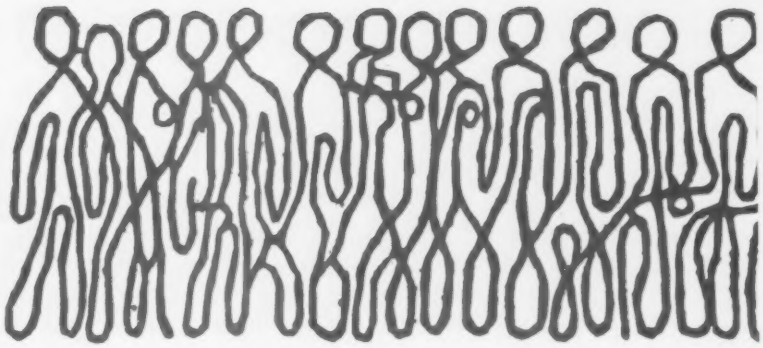


SEARCHING THROUGH

Salary Ratio of Career/New Teachers

How MUCH MORE should an experienced teacher earn than a beginner? Professors Clifford P. Hooker and Stephen S. Winter of the University of Minnesota took up this question in a recent study of professional salaries in the State of Minnesota. Although confined to one state, their study has wide implications. It deals with the critical problem of keeping good teachers by maintaining an adequate ratio between average and beginning salaries.

Their report begins:

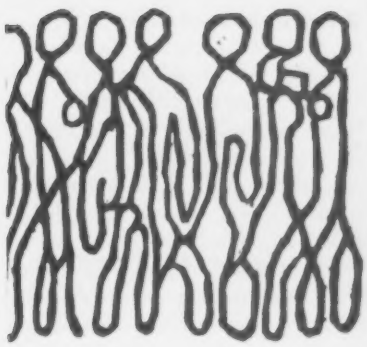
"The chief requirement of a quality educational program is a high quality faculty, and one of the chief requirements for maintaining a quality staff in a school district is an adequate level of compensation. Hence, the magnitude of the increments toward which a high caliber teacher—one who because of his competence can seek and find employment in better paying positions—can look becomes an important criterion in the maintenance of a high caliber faculty."

To support the theoretical basis of their study, Professors Hooker and Winter cited the recent work of the Educational Policies Commission in deriving a quality index for the faculty of a school system: ". . . the index presupposes that a quality faculty must contain a sizable fraction of more experienced (higher paid) teachers and that only adequately large increments will retain such faculty members. . . . But since local conditions affect the magnitude of the increments (and of the beginning salaries) the ratio of the average salary to the beginning salary is an index which can be used for faculties irrespective of the location of the school district."

In applying this index to three hypothetical school systems, the conclusion of the Educational Policies Commission was that a ratio of 1.6 or lower would lead to erosion of the quality of the staff.

To find the magnitude of the index and the trends over the past few years in Minnesota, the authors of the report selected a representative, random sample of 44 school districts in the state. These were classified into four sizes, by number of teachers.

From the files of the Minnesota Department of Education, data were obtained on the salaries of all teachers with at least a bachelor's degree for the years 1953–54, 1955–56, 1957–58, and 1958–59. Previous experience of teachers was also noted. Excluded from the study were all administrators or teachers whose classroom load was half time or less and teachers whose salaries were far out of line with those paid their colleagues because of "the high probability of supplemental pay for coach-



RESEARCH

ing, summertime teaching, or similar 'extra' activities."

Averages were then computed for each group by year for all beginning teachers with a B.S. Degree, all teachers with a B.S. Degree and at least one year of experience, and all secondary school teachers with at least one year of experience and a M.S. Degree or more.

It was found that teachers' salaries at all levels and in school districts of all sizes improved over the five years of the study. But the improvements were such as to "widen rather than reduce the differential between smaller and larger systems." It was found, too, that the average salaries of experienced teachers have deteriorated in smaller systems. While in 1953–54 there already was a distinct trend toward better salaries in larger school districts, the salary range for experienced teachers between the largest and the smallest school districts was only $834; in 1958–59 it had widened to $1,177.

The ratio of average salaries paid experienced staff to those paid beginning teachers was computed and analyzed:

"Like the absolute magnitude of the salaries paid, the relative increments paid experienced teachers increase with the size of the school district. The ratio varies from about 1.1 in the smallest systems to about 1.35

OV-222

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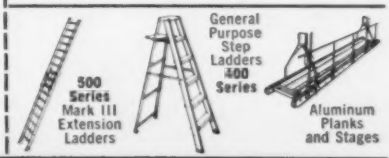

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in the largest. These differences, however, may not reflect absence of adequate increments in the small systems as much as a loss of experienced teachers from the small to the large school districts. Undoubtedly, the inability to retain experienced personnel leaves the small school district with few older, more experienced teachers, who could command higher salaries, and thereby weakens their staff.

"While these data only confirm what is generally known, namely, that smaller districts offer less incentive for experienced teachers to remain, they do indicate the magnitude of the problem . . . the most serious implication comes from the fact that even in the largest Minnesota districts included in this sample, the ratio for career teachers is only about 1.35."

The characteristics of a well balanced teaching staff were also considered. Applying the Educational Policies Commission's recommended salary distribution to their own data, Hooker and Winter estimate that 5 percent of the staff would be at the beginning salary, 10 percent would receive three times the beginning salary, and that the remaining staff would range from 1.25 to 2.5 times the beginning salary. This distribution would yield a ratio of average experienced salary to average beginning salary of 2.1. In contrast, the most favored existing school district in Minnesota, with a ratio of 1.36, has 30 percent of its staff at the beginning salary, 48 percent at a ratio of 1.25, 15 percent at a ratio of 1.5, 5 percent at a ratio of 1.75, and 2 percent at a ratio of 2.0.

The authors conclude that "while the average salaries are greatest in the largest school districts studied, they are far below the standards considered as leading to deterioration by the Educational Policies Commission. . . . Salary schedules in Minnesota do not provide financial incentives for high caliber teachers to remain in the profession, or, if they do remain, to devote their efforts solely to improving their instructional competence." ●

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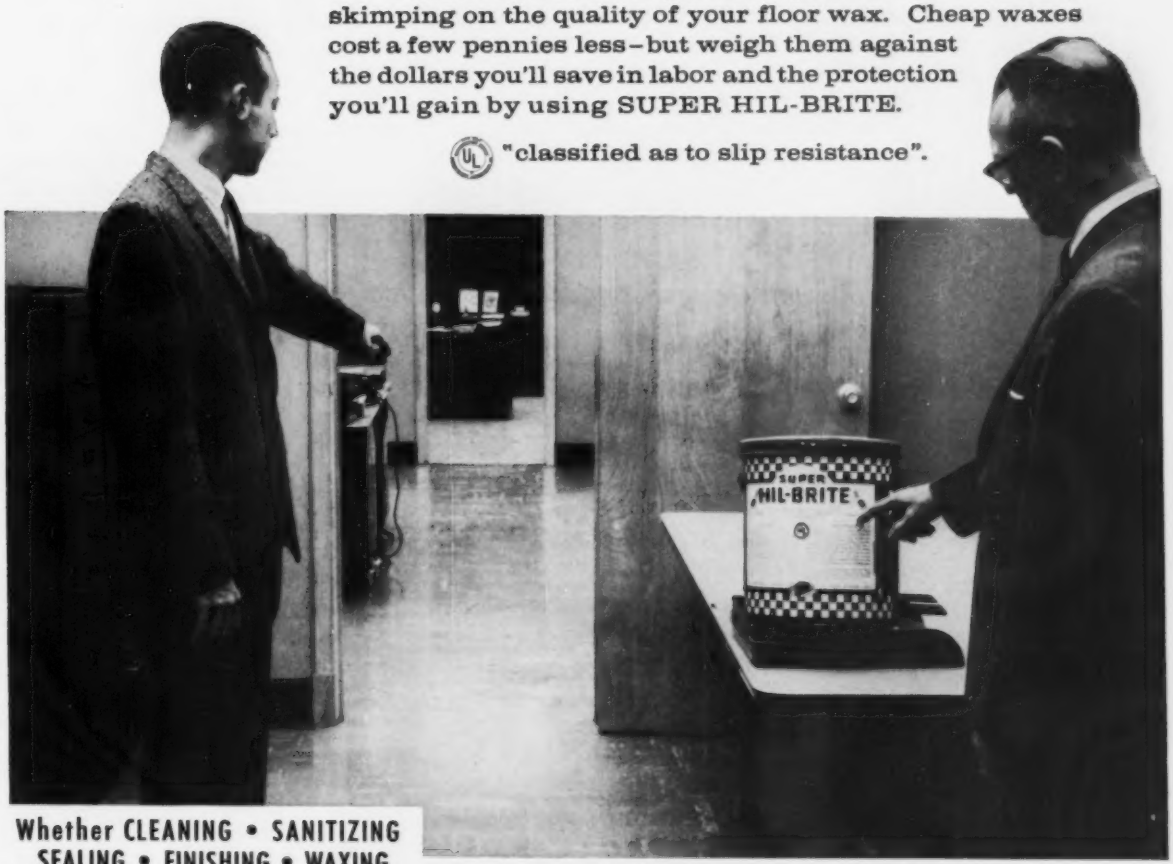

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CLOSE-UPS

John W. Studebaker

Bricklayer to U. S. Commissioner

WHEN John W. Studebaker was presented with the American Education Award for 1960 at the close of this year's American Association of School Administrators convention it was a fitting tribute to the former U. S. Commissioner of Education.

The award cited Studebaker as a "teacher and school administrator, distinguished United States Commissioner of Education for 14 years—1934 to 1948, author, editor and far-visioned educational statesman." Boiled down to simple language it means that Studebaker has devoted 50 of his 72 years to education—from classroom teacher to the highest position of leadership in the nation.

But for Studebaker, who is now vice president and chairman of the editorial board of *Scholastic Magazines,* it appeared that his early life would not lead him into a career in education. Born in Iowa, Studebaker's first job was as a bricklayer. Even after he began his career in education in Guthrie Center, Iowa, in 1910, he still worked summers as a bricklayer, making twice as much money a month as in the classroom.

He spent a short time in Mason City, Iowa, as principal of a large elementary and junior high school, before moving to Des Moines where he became assistant superintendent for instruction in 1914. In 1920 he was named superintendent of the Des Moines school system, where he remained until being appointed U. S. Commissioner of Education in 1934. Studebaker stayed in Washington until 1948 when he accepted his present position.

One of the convictions for which Studebaker has fought hardest is the need for continuing adult education. While in Des Moines he became appalled at how little high school and college graduates really knew about running a free country. To remedy this, he instituted a series of public forums for adults on political, economic, social, national, and international problems.

When Studebaker became U. S. Commissioner, he was able to get federal funds to stimulate these public forums in about 500 communities across the nation. For six years, the Office of Education put a high priority on this project and Studebaker finds the forums still going on in some communities.

However, he states that television and radio have cut down the public interest in such programs. "They have exerted an influence that makes some people feel they don't want to drag themselves out of an easy chair." He stated: "We're not going to get what we need in this country in continuing adult education without personal participation, discussion, and a great amount of reading books, papers and periodicals."

The need for good, community-sponsored programs of adult education is more of a necessity today than ever before, Studebaker says. "Our freedom will survive only if a program of organized education is developed capable of creating and maintaining a dynamic zeal for the cause of human freedom and a real-

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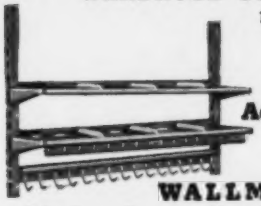

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Same as above . . . mounted on floor stand with Chalk Board or Cork Board and off-the-floor rack for overshoes. Each unit 4'2" in length.

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Detail shows how dove-tail extrusions (which mount on any centers) hold brackets at any desired height.

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Close-ups (continued)

istic understanding of today's complex world."

This objective won't be achieved until we're prepared "to pay our teachers a respectable salary," he believes. "Somehow, we haven't convinced the public that teaching is a difficult job—an art and a science."

Forrest E. Conner

"IT TAKES a lot of people working together to get anything worthwhile done," says Forrest E. Conner, the new president of the American Association of School Administrators. And the high esteem in which Conner is held by his fellow school administrators in AASA and the teachers and board members in his own school system testifies to the success of this cooperative approach.

Superintendent of schools in St.

Heads American school administrators

Paul for the past 11 years, Conner has many solid achievements to boast of in the highly regarded St. Paul school system. He modestly explains it all by saying: "There's been a lot of cooperation in St. Paul. We have well-organized and led PTA groups, and have made copious use of citizens committees on all types of projects for the schools. We've been fortunate to get people of high caliber serving on the school board."

But things weren't always that smooth in this industrial city of 350,000 located on the southeast edge of Minnesota. In 1951, two years after

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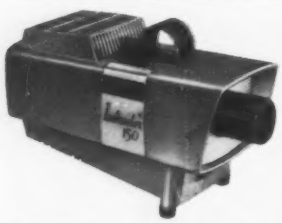

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Close-ups (continued)

Conner came to St. Paul, a long fight to free the schools from city control was successfully climaxed. Once freed from city control, progress has been steady.

A sound curriculum has been built which Conner considers to be one of the most outstanding in the nation. Educators from all parts of the country visit the city to examine various aspects of the curriculum and most go away agreeing with Conner's claims. He is especially proud of the junior high program which he calls "particularly effective."

Since winning its independence, the board has also spent some $42 million in modernizing its school plant which had become considerably antiquated under political control. Plans are being formulated for further modernization and additions.

Conner, now 58, is a native midwesterner. Born in Wisconsin, he grew up in South Dakota and received his B.A. degree from the University of South Dakota. He earned his M.A. and Ph.D. degrees at the State University of Iowa. His first job was as a teacher and later coach, principal, and superintendent in the beautiful Black Hills of South Dakota, and he also served in Minnesota and Wisconsin before coming to St. Paul in 1949.

The 6' 3", 210-pound Conner, once a football player in his high school and college days, still makes an impressive appearance. His warm smile and friendly personal manner

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OVERVIEW

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Close-ups (continued)

are sure tip-offs that he's eager to talk to anyone about improving our schools.

As Conner says: "We're all in this business to try and give the kids a little better deal and we get a lot of satisfaction out of doing it."

Hollis Moore, Jr.

WHEN HOLLIS MOORE, JR., takes up his new post as dean of the University of Arizona School of Education this summer, he will be going from the theoretical side of the fence to the practical. For the past five years he has headed the Committee for the Advancement of School Administration, a group set up by the American Association of School Administrators, and he is chairman of this year's AASA yearbook commission which recently published its report, *Professional Administrators for America's Schools* [see "Bookshelf," Feb. OVERVIEW].

New Arizona education dean

"I hate to leave the committee," Moore admitted, "it's been a magnificent five years." But he notes that his departure comes at an opportune time. When the regional meetings on professional standards for administrators are concluded July 1, the committee will have completed one phase.

"We're getting the needed feedback from these regional meetings on the whole professional standards problem," he said. "We hope to see committees form in each state to set up standards. We're working to get

OV-234

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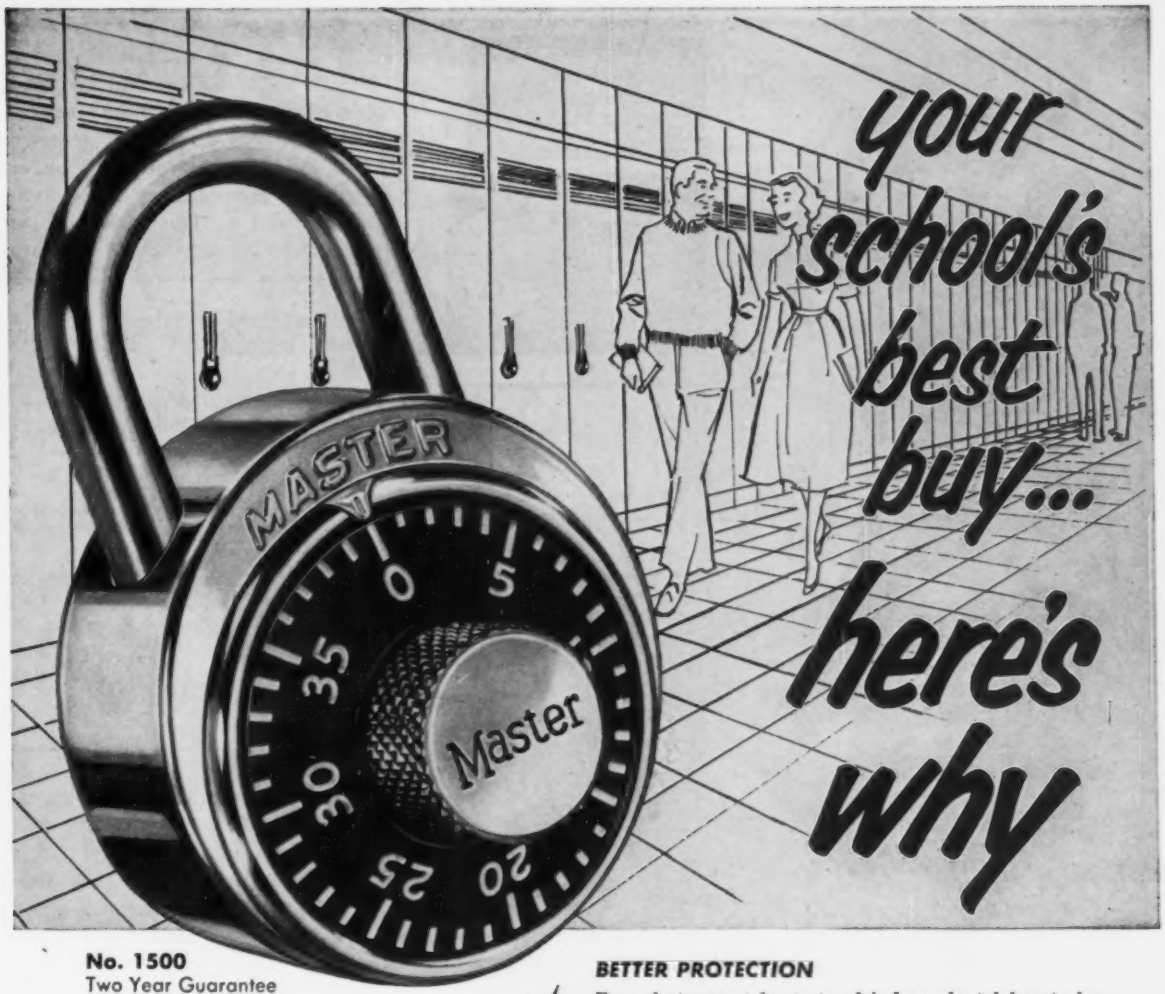

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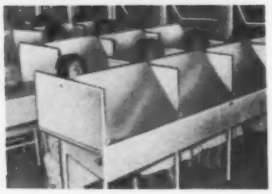

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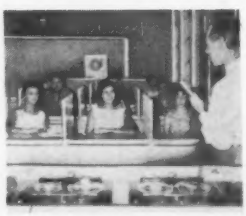

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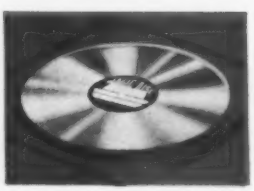

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school board support, but we don't intend to dictate to school boards—wouldn't even if we could. Actually, this will take them off the hook. It will lift the pressure from local boards who don't have the time or know-how to evaluate candidates. The yearbook hopes to solve this problem."

What Has Four Wheels And Rankles?

The invention of the automobile has been a mixed blessing, according to those educational executives who have had to grapple with

TRANSPORTATION

A special analysis of transportation problems at all levels of education is now being prepared and is coming soon in

OVERVIEW

Moore believes that the profession is ready to roll up its sleeves and get quality in selection. "We know enough now to nail these things down," he said, "in fact, we know how to train administrators a whole lot better than we're doing."

A good certificate (meaning several years of specialized training) is a protection to the institution, he believes. "Too many now suffer from a debased intellectual currency—from Gresham's law, in effect."

Before Moore's association with the AASA, he was associate editor of *The Nation's Schools*. He is the author of *Studies in School Administration* and has written a number of articles for educational journals. He was also consultant to two previous AASA yearbook commissions.

Moore, now 37, grew up in Texas where he attended and later taught in the public schools. He attended Baylor and Brown, where he majored in history and political science, and received his doctorate in school administration from the University of Texas.

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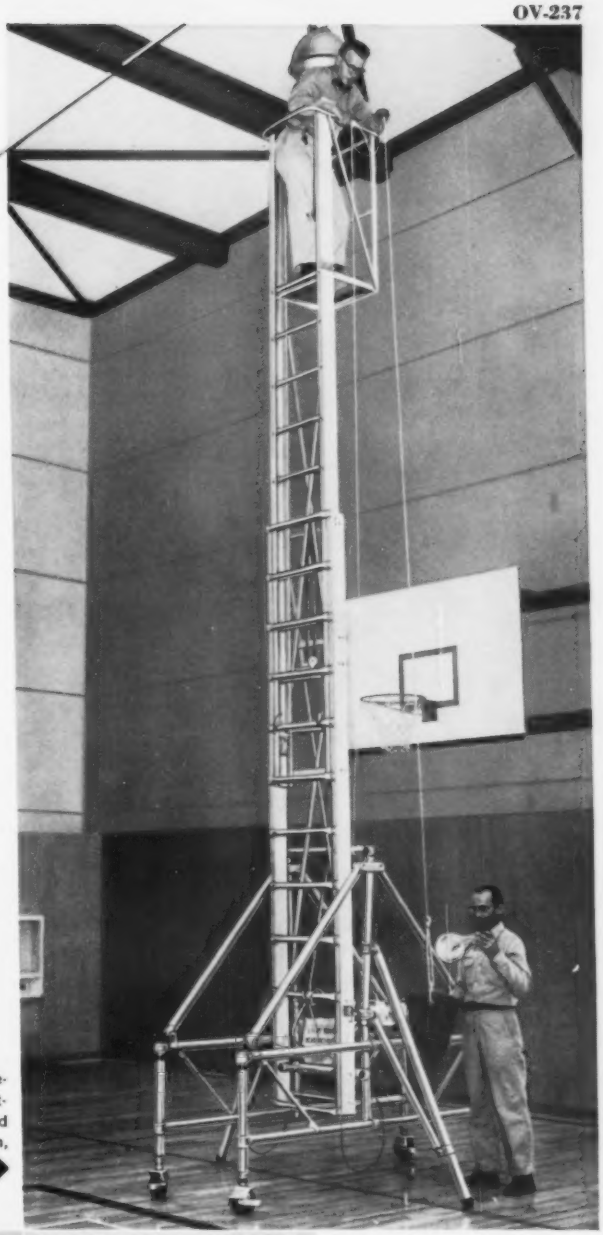

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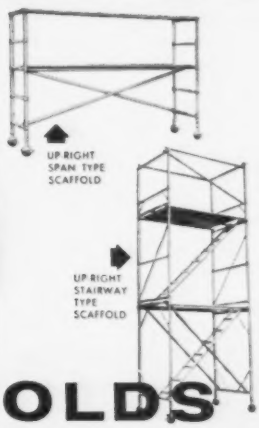

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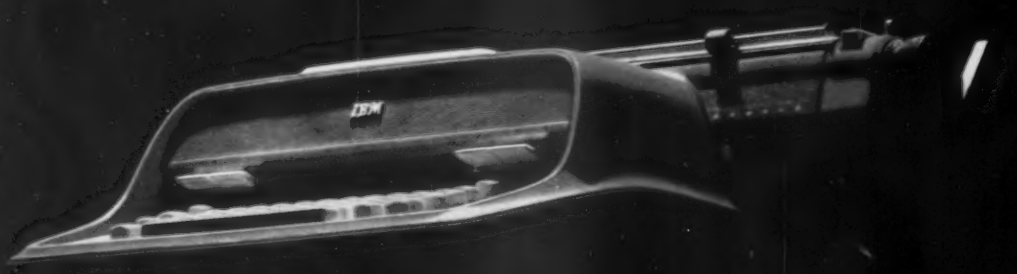
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At IBM, every conceivable quality test is employed to make sure that the IBM Electric will give you years of satisfactory service with a minimum of "down-time." In one interesting experiment, a number of IBM typewriters were connected to robot units and subjected to an intense endurance run. Operating at high speeds—night and day—each typewriter typed 56,000,000 characters in 138,750 tightly packed paragraphs on almost nine miles of paper. This is equivalent to 5 years of normal office use—yet the typewriters showed remarkably little wear.

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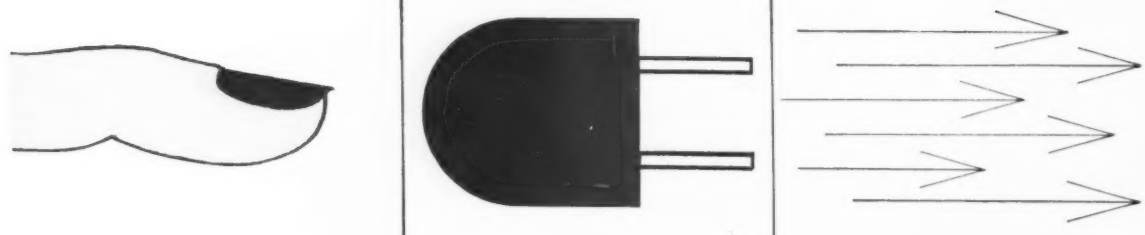

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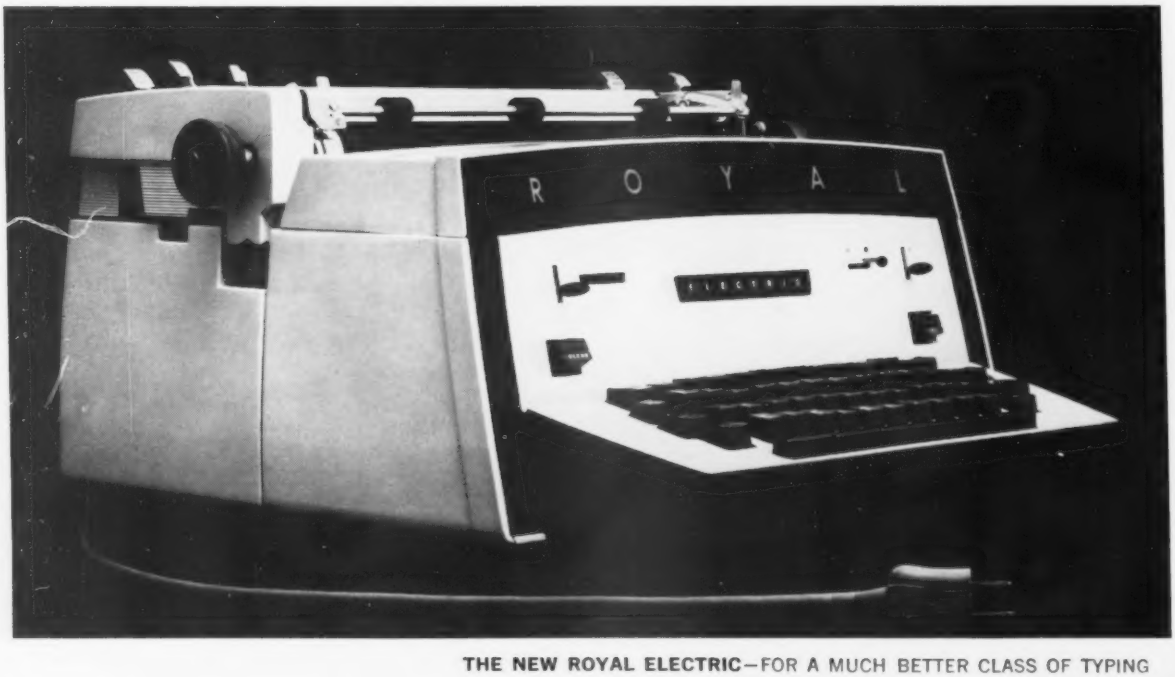


THE NEW ROYAL ELECTRIC—FOR A MUCH BETTER CLASS OF TYPING

SEASON OF THE INTELLECT

The great thaw has begun. Winter's chilling draughts and bleak skies have given way to warm air and sunshine. When the end of May came (as some of us remember it), we locked the school doors for the last time. Only the janitor would open them during the next three months, and then only to repair, replace, and repaint. We could, like some of our students, go barefoot in the sun. Today's educator is no longer the barefoot boy and his busy summer calendar hardly leaves him time to tan his cheek. Summer is now a season for new ideas and new challenges. The work-load may be as grueling as ever; the frustrations can even increase. But many goals will be new, lying invitingly on the horizon. Workshops, seminars, enrichment programs, remedial classes, coordinated community programs, maintenance projects——these activities now crowd his summer schedule and mean year-round operation for schools and colleges across the country, institutions whose doors now never "close." In the following pages, OVERVIEW presents some of the professional activities that will make this summer a season of the intellect.

Preview of Summer '60

Schools and colleges are discovering that sunshine and education do go together

THE NEW LOOK in summer schools will be accentuated on all levels this summer. Not only will more schools and colleges be in session, enrolling record numbers of students, but the entire concept of summer schools has undergone a drastic change in the past few years. The old attitude that summer schools were solely for the slower students to make up courses they had flunked during the regular term has been replaced by a newer, more practical approach.

Summer schools are not new. Many large school systems have been offering summer programs for nearly 50 years, but these programs have been largely remedial in nature. In recent years, there has been an increased interest in extending the school year or providing educational opportunities for students during the summer months. Such plans are designed not only for those students who need help, but also for students who wish to accelerate and achieve new depths of understanding in selected studies.

In elementary schools, high schools, and colleges, summertime now represents an opportunity for bright and average students to take courses they otherwise might not have been able to fit into their schedules. The concept has largely changed from one of making up academic work to one of permitting students to advance their academic standing, either through direct credit for the courses taken or by enriching their knowledge of a given subject even where credit is not granted.

This is not to say that the original purpose of summer schools—that of making up work—is being ignored; however, it has been greatly enlarged to make the mushrooming summer schools of more value to everyone concerned.

There are, then, three main reasons why students attend summer school:

• To make up work on which the student did poorly or flunked during the regular school year.

• To take a preview course in a subject that the student will be taking in the next regular school term.

• To take desired courses which the student would not be able to fit into his schedule during the regular year, or to get some required subjects out of the way. The former may count for credit towards graduation, or for the student's own enrichment (which is more often the case below the college level). It is interesting to note, however, that an increasing number of opportunities are being offered to talented high school students to speed up their graduation by earning credit during the summer.

Summer schools can be used creatively not only in helping students, but also in finding new and better ways of teaching. Because summer schools are voluntary, many new ideas can be tried out in an actual school setting before being adopted in the regular school year. It also offers the chance to have courses based entirely around field trips or to have science courses with extended laboratory periods.

Although the majority of these summer programs are still on a purely voluntary basis, the end result is that more students and teachers are enrolled every succeeding summer in programs that are winning increasing support from the public. The trend is definitely toward greater utilization of school facilities and faculty and may be the beginning of a renewed movement for the year-round use of schools as a regular part of the academic program.

As for the effect of summer schools on curriculum, a large group of educators believes this extra time will allow a system of priorities to be established among the unwieldy range of courses most schools now offer. The increasing demand for quality education in schools is pushing some of the fringe subjects usually taught during the academic year into summer school. This is not intended to dilute summer offerings, but to make more room for academic subjects during the regular school year.

How widespread such practices may become is not yet clearly indicated, but the fact that schoolmen are thinking of these new ways of doing things certainly means they will be tried out. The idea could be applied to courses in driver education, ball room dancing, marital relations, or other fringe subjects.

THE TREND TO summer programs as a stepping stone toward a regular year-round academic calendar is more pronounced on the college level than in local school systems. Several institutions have been experimenting with trimester plans of operation and a number of others are considering adopting the method.

The trimester plan, as it is presently being used, divides the school calendar into three terms of 15 weeks each instead of the present two 16-week semesters. Attendance at two trimesters is required; the third one is optional. A week's vacation separates the terms and the entire school has a one-month vacation during the summer.

The University of Pittsburgh and Columbia University's School of Business recently introduced the trimester plan with considerable success and at least six other schools—Dartmouth, Michigan, California, Penn State, Wayne State, and Massachusetts—are studying year-round operation on the undergraduate level. Many more are expected to bow to the inevitable now that there has been a breakthrough.

Columbia's president, Dr. Grayson Kirk, has already endorsed the trimester. He proposed nationwide adoption of the system of three-year college education as a "logical remedy" for higher education's most insistent problem: reducing the time spent in preparation for careers.

At Pitt, the trimester calendar was instituted this past September. The spring trimester began on April 19 and will end July 30. Each 15-week term is equal to a semester's work under the traditional calendar.

During the current spring trimester, undergraduate and some graduate work is being offered by the Schools of Liberal Arts, Engineering, Mines, Education, Business Administration, and Nursing, and the divisions of humanities, social sciences, and natural sciences.

About 40 percent of the students to whom the trimester plan is available have registered for the spring term. The trimester plan is not in operation this year in professional schools (medicine, law, and dentistry).

Student participation in the total trimester plan is voluntary, but Chancellor Edward H. Litchfield points out these advantages for students: they complete their college education in a shorter time at the same cost; they obtain graduate or professional training sooner; they begin their careers at an earlier age.

When these advantages to the student are coupled with the benefits accruing to the individual institution through increased use of facilities, Litchfield thinks it would be impractical not to give the trimester plan more serious consideration.

BELOW THE college level, summer school programs have been designed chiefly to provide advancement and enrichment opportunities for the student rather than to serve as a side door in the establishment of a compulsory year-round program. The highly successful Pasadena summer program [see page 49] is perhaps typical of the new stress being placed on summer learning. An overview of other developments across the country illustrates the trend.

Port Huron, Michigan, schools have offered a summer program for many years, but this year Supt. Howard D. Crull says, "We're expanding." The old program consisted largely of high school evening classes, junior college summer sessions, driver education for high school

students, and an art program for both children and adults. About 10 percent of the student body participated.

This year, science and foreign language courses for academically talented youngsters on the elementary level will be added. The program is based on the belief that the superior, inquisitive child will enjoy having his thinking stimulated, says Crull. Courses in geology, astronomy, and Spanish will be offered for gifted fourth-, fifth-, and sixth-grade students. They will last for six weeks, meeting two hours each morning.

In addition to these classes, Port Huron will continue its evening high school remedial program. Last summer, close to 300 students made up deficiencies in eight different subjects and another 40 ninth-grade students made up deficiencies to enable them to enter senior high in the fall without repeating the entire ninth year. Another 300 students began college work or accelerated their college study during the six-week summer session of Port Huron Junior College.

Summer schools give students the chance to take courses based entirely around field trips or to take science courses with extended laboratory periods.

IN *Birmingham, Alabama,* work will be offered in all elementary grades and major subjects in high school for which there is sufficient demand. Beginning June 6, an eight-week summer session opens in four high schools, six elementary schools, and a night school for adults. All are designed to meet three basic needs: to make up failures and conditions, to obtain advance credit and promotion, and to strengthen work.

"Only academic subjects are included in the vacation school curriculum," explains Supt. Theodore R. Wright. "Our pupils realize that the park board provides recreational activities. We offer only an opportunity for some serious, concentrated study."

Sewanhaka Central High School District, Long Island, will try another new idea this summer. Sewanhaka will shorten its summer program to five weeks as a result of a successful experiment with the plan.

Student achievement has been found to be approximately equal in the short schedule, but the program provides important advantages in other aspects, according to Robert L. Springer, principal of the six-school district.

Courses will be shortened from seven weeks to five, reducing summer school days from 35 to 24, while the daily instruction periods are lengthened from 80 minutes to 120.

When the experiment was tried last summer, Springer found that below-average students performed slightly better with the intensive program, while average and above-average students performed equally well under both systems. Students preferred the shorter schedule because it provided them with time for vacations or employment.

In *Chattanooga, Tennessee,* a summer enrichment program was operated last year on a pilot basis at one school. The enthusiasm with which the program was met has encouraged the board of education to plan for programs at four schools during this summer, says Supt. John Letson.

San Diego, California, expects one-third of its secondary pupils to enroll in summer schools this summer, says Evan Shaffer, summer school director. Seventeen of 23 secondary schools will keep their doors open.

At least two-thirds of these summer students will be enrolled for enrichment purposes, taking new classes rather than repeating old ones. Enrichment classes include many not in the traditional high school curriculum, such as reading improvement, driver training, mathematics seminar, aesthetics workshop, writers workshop, great books, exploratory science laboratory, and home economics workshop.

Most of these are non-credit courses for students of high ability who have demonstrated active interest in the specific subject.

Full-year courses taken four hours daily for the seven-week summer term include chemistry, physics, U. S. history, four years of foreign language, and industrial arts.

One-third of the enrollment will be repeaters, but not all of these are students who actually failed a class.

San Diego is also expanding its elementary summer school with enrichment instruction, basic skills-strengthening classes, and a reading clinic. Elementary summer school will be limited to a total enrollment of 2,500 pupils in the fourth, fifth, and sixth grades.

Although the summer school trend has spread rapidly in the past several years, there are many school districts which for one reason or another have retained the traditional concept. There are other school districts which have, up to now, resisted this wider use of school facilities during the summer. However, in the face of increasing numbers of students who must be taught a constantly expanding body of knowledge—coupled with pressure from the community for a more businesslike approach to the whole system of education—it is doubtful if many schools will be able to turn their backs on the advantages of a full summer program. ●

"A Privilege, Not a Chore"

by Elmer Wells

SUMMER SCHOOL IS a privilege not a chore. This is what nearly one-third of the 33,511 students in the Pasadena City School System have decided.

These students, when offered an expanded summer school program last summer, jumped at the chance. They ignored pools and seashore to trudge to classrooms for either the six-week regular or the eight-week accelerated session.

This summer, even more Pasadena students are expected to take advantage of the program, which emphasizes enrichment, exploratory work, and accelerated study as well as the standard makeup or remedial work.

Prior to last summer, Pasadena offered a skeleton program. Elementary schools were closed for the whole vacation. Only one of six junior high schools and one of the two senior highs were open. The junior college had one six-week session. Most of the courses were remedial; the handful of boys and girls in the classrooms were there largely to atone for academic sins.

When last summer's expanded program was announced in the spring, the school administration held its collective breath. "Would students who are not obligated to attend summer school forego vacation for the classroom? Would their parents let them?"

Not long after the sign-up period, Supt. Robert E. Jenkins jubilantly announced to the board of education, "classes are oversubscribed."

At John Muir High School, for example, many courses were so popular that from two to 13 sections were offered. As the opening date approached, more classes had to be added. The school grew to 40 different courses taught by 70 teachers. What happened at Muir repeated itself in varying degrees throughout the school system. Summer school opened with 11,122 students at their desks.

Four elementary centers, servicing students of 26 schools, were operating at over 50 percent of capacity. Total enrollment in the fifth and sixth grades was 1,188. Six junior highs had 3,844 pupils. Nearly half of all regular high school students were in attendance. The combined enrollment at the district's two high schools was 2,194 in the ninth through twelfth grades.

Pasadena City College, the district's junior college, was programed for two six-week day and night sessions. The plant was going from early morning until 10 at night. The first session, which opened the Monday following the end of the spring term, had 2,664 students. The count for the second session, which closed the Friday before the opening of the fall term, was 1,232.

Supt. Jenkins and the board were pleased that they had found an answer, at least in part, to the problem of increasing plant utilization. The Pasadena community had shown a keen interest in an emphasized policy of "superior education."

A research questionnaire by Henry I. Weitzel, director of research, taken at the end of the summer session, gave two main reasons for the success: student interest and provisions for gifted students.

He pointed out that there was great interest in English, mathematics, and foreign languages; that exploratory, enrichment, and accelerated courses held up well; and that attendance was excellent.

Keen interest in the accelerated courses was largely due to a possibility that those students who completed the courses could receive advanced placement at college. The "year" courses, completed in eight weeks, included plane geometry, advanced algebra, trigonometry, solid geometry, biology, chemistry, and physiology.

The popularity of the enrichment classes proved that students "take" to something they like to do. Cultural courses such as art, music, dramatics, and photography were at the top of the list as electives. Many of the boys and girls took a heavy course, such as English or math, for two hours and took a cultural or shop elective the remaining two hours.

Exploratory courses were emphasized at the junior high level, although the program offered many enrichment and remedial subjects. The idea behind the exploratory courses was to help students decide if they were interested or capable of pursuing a particular study, such as a language or advanced mathematics. They also helped students moving into the secondary grades to gain self confidence. The administration called these classes time-savers, explaining that the six-week summer session may have saved a student a half year or a year of effort later on.

Response to the expanded summer school program was not confined to pupils of Pasadena City Schools. Many students of private and parochial schools attended; at Pasadena High School, for example, students from 35 private and parochial schools were counted. Some of the students came from as far away as Texas, New York, Switzerland, and New Zealand!

Obtaining teachers to instruct the unprecedented number of summer students was not a problem, according to Edward H. Rowins, assistant superintendent for personnel. He had to hire only half a dozen teachers from out of the district to fill the summer needs. The teachers, normally paid on a ten-month contract, received extended day rates for their summer work. The four elementary principals were also given extra compensation.

Albert Bean, director of the Pasadena City College summer sessions, expects a landslide attendance this summer. And Supt. Jenkins anticipates the continued interest of the community because of the enthusiasm with which the program was received last year.

"There is every indication," he said, "that the 1960 enrollments will be larger than ever. This learning opportunity is our answer to the 12-month school year." ●

Elmer Wells is education editor of The Pasadena (Calif.) Independent Star-News.

Business Goes to College

Charles Beck

The road to top management passes through the classroom

JUST AS SCHOOLS and colleges have been making more advantageous use of their facilities during the summer months, so has American business and industry come to realize the tremendous educational possibilities of the summer season.

Out of this realization has come an entirely new area of coöperation between business and the university. For business, the facilities of a college campus are tailor-made to handle the crop of young executives selected to attend management development courses. Living and teaching facilities are already in existence: the college campus provides a natural center where men can be separated from everyday business and domestic problems long enough to receive concentrated instruction.

For the university, the business-sponsored summer courses offer an opportunity to derive extra revenue from existing facilities. These special business-sponsored courses are usually held between the close of the regular semester and the start of the school's summer program.

As a result of this mutual need, thousands of businessmen-turned-students are invading college campuses in ever increasing numbers each summer.

One of the oldest courses—and one which has served as a pattern for many others—is the Stonier Graduate School of Banking conducted by the American Bankers Association on the Rutgers University campus in New Brunswick, N. J. This year's two-week session, starting on June 13, will be the ABA's twenty-sixth. Thus far, more than 6,000 banker-students have graduated.

The summer school for bankers was founded in 1935 by the late Harold Stonier, then executive manager of ABA. Its purpose was to meet the need of bankers for advanced education in the practice, theory, and economics of banking. The school's curriculum is designed to aid bank officers in making policy and administrative decisions by informing them of the economic background against which these decisions must be made.

Work in the Graduate School of Banking stretches over a three-year period and consists of three areas:

- Attendance at three annual summer school sessions of two weeks each.
- Completion of extension work at home during the two intervening winters. The work consists of problems devised by the instructors based upon the summer courses. Due dates are set for the problems throughout the year and they are graded by the instructors.

• Writing of an original thesis under the direction of the school staff.

Although the full course involves more than three summer sessions, the summer work is at the heart of the three-year course and provides the necessary instruction to make the other phases possible. The summer sessions bring together a faculty of more than 100 which includes leading bankers, lawyers, government officials, and educators. They also bring together from all parts of the country a full student body—held to a maximum of 1,100—for two weeks of close, informal contact.

This rubbing of elbows with bankers from other sections is successful in getting each man to lose his provincialism, says E. Sherman Adams, school director and deputy manager of ABA.

THE SCHOOL is jointly administered by Rutgers and ABA. Dr. Adams is assisted by six administrators: four ABA officials and two representatives from Rutgers. A board of regents (12 bankers and Rutgers president Mason W. Gross) aids in establishing school policy. These men are actually college administrators. During the summer sessions they have the responsibility of running a miniature college-within-a-college.

The Stonier Graduate School of Banking takes over the entire campus for two weeks; Rutgers makes available all campus facilities that are needed. The school utilizes three large new dormitories and parts of four smaller dormitories for its students and a separate dormitory for its faculty. The school's offices are moved into one of the campus administration buildings. Four campus classroom buildings are used, along with the gymnasium, library, and infirmary.

The banker-students dine in the University dining hall, but they eat "dining-room style" rather than "cafeteria style." School policy requires that the men eat all their meals in the hall together; "breaking bread together" seems to give the men an added opportunity to get acquainted and to build *esprit*. Similarly, all men are required to live on campus, even if they're within commuting distance of their homes.

Direct responsibility for segments of the school lies with course administrators—ABA staff members who are experts in various phases of banking. They assist in organizing various courses at the school, are responsible for obtaining a competent faculty to teach the courses, and work with the faculty members to plan for the most effective presentation.

An unusual feature of the school is that topics to be presented are selected first, and instructors are then chosen who would be the best men available to teach them. This is in contrast to the usual practice of having a permanent staff member teach whatever subjects are desired, regardless of his qualifications.

In addition to the regular faculty (who are all paid) another group of educators and bankers serves on thesis examining teams. Since about 350 seniors graduate each year, their research papers pose a major time problem. Examiners work in groups of three in giving an oral examination in which each graduate must defend his thesis. Though there is less formal control of the men than in an actual doctoral program, Dr. Adams has high praise for the quality of the papers. "Some would qualify for a doctoral degree anywhere," he believes.

Since the work of the school is intended for bankers at policy-making levels, the enrollment is limited to the best qualified applicants. In spite of stiff entrance requirements, there is always a backlog of men who apply but can't be accommodated, according to William Powers, registrar and senior deputy manager of ABA. To be considered for the school, an applicant must be 30 years old, an officer of his bank or a member of a state or federal supervisory agency, and have eight years of banking or business experience. Applicants meeting these requirements are then carefully screened to weed out those who still might have trouble passing the rigorous course.

Despite these precautions, there is a 5 percent annual rate of failure among the banker-students. Some men leave the field, others don't complete the extension work, and others can't find the time to complete their theses in time, says Dr. Adams. However, if they overcome these obstacles, graduates receive a joint diploma from Rutgers and the Stonier Graduate School of Banking.

The men become college students for the two weeks each summer, and they're confronted with a tough schedule. Classes run from 8:30 in the morning to 9 at night. The only free time is a two-hour break following afternoon classes and before dinner, used for athletics, studying, or just loafing. Even meal time is used for lectures and other related programs.

"The men don't come down here to take it easy," says Powers. "This is strictly a work session." The men come expecting to improve themselves, and in the vast majority of cases they have been sent by their institutions for that purpose. Because of this, they're a serious group and maintain strict standards on their own.

COST OF A full three-year program is $900 for tuition and room and board, plus traveling and personal expenses. Some of the men feel the course offers enough so that they're willing to pay all costs out of their own pockets.

Each student at the GSB elects one of three major courses but is required to take several other courses, also. The majors are offered in three parts; each part is taken in each of the three resident sessions. They are:

Commercial banking, which enrolls about 75 percent of the students. The first year majors are primarily concerned with administrative problems confronting bank management in connection with the operations of a commercial bank. The approach is from a policy standpoint.

In the second year, consideration is given to management policy and credit problems and policies as they affect bank credit. Third year students consider a variety of administrative and other problems that confront the bank executive. Its aim is to widen the student's perspective.

Savings management and real estate financing. This

course, designed primarily for officers of mutual savings banks, follows a progressive plan of development in each of the three years. It covers the importance of savings in the banking system and economy, establishing management policies and responsibilities, significant savings developments and trends, savings services, insurance protection, and analysis of statements and costs. A substantial portion of this course is devoted to many phases of real estate financing.

Trusts. The purpose of this course is to develop a capacity for judgment in the solution of trust department problems at the management level, which requires some ground work in each of the specialized and technical aspects of the business. It also requires a sense of perspective and inter-relationships, difficult to obtain on the job.

In addition, several courses are required of all students. Economics of banking and business is taken by all students in all three of the resident sessions. Additional requirements are a basic orientation course, one in business development and public relations, and one in banking and government. Because of the varied backgrounds of the bankers attending the sessions, the curriculum also contains a number of elective lectures in various subject areas.

Teaching methods employed at the school are varied. There is considerable use of lectures and of panel or forum presentations. Student participation is encouraged wherever possible in a variety of ways—by providing question periods, by using case studies and class exercises, and by breaking large classes down from time to time into small discussion groups.

OVER THE years, Rutgers and ABA have worked together in harmony, officials of both institutions are pleased to point out. A "beautiful working relationship" exists between the two schools, Dr. Adams explains, with a common understanding of problems. Because of this, thousands of nuisance details have been amicably worked out over the past quarter century.

As further indication of the fine relationship between the two, ABA recently announced a gift of $600,000 to Rutgers, spread over the next fifteen years, to help finance a new dining and assembly hall. The GSB's current enrollment has been limited by the capacity of the old dining hall. When the new dining hall is completed the GSB will be able to nearly double its enrollment in the program—in addition to helping the University improve its facilities for regular students.

Each graduating class has also given a gift to the University library. The total of these gifts now amounts to nearly $40,000. Rutgers considers GSB graduates as university alumni; most are active contributors to the school's alumni fund.

Across the country programs of this type are becoming increasingly popular. As business takes steps to meet its future top-level manpower needs—and as colleges and universities become more aware of widening the circle of educational opportunity—programs similar to the Stonier Graduate School of Banking will undoubtedly continue to flourish. ●

Salesmen at Syracuse

by Jack K. Rimalover

MORE THAN 200 companies—large and small, regional and national—will send their men back to college this June for intensive practical training in the eighth Graduate School of Sales Management and Marketing. The school, an advanced marketing-management training program sponsored by National Sales Executives International, is again using a substantial part of the facilities of Syracuse University.

Participating companies will send more than 250 of their top-level executives to Syracuse for courses in psychology, economics, communications, and similar topics designed to sharpen the ability of a sales executive.

The Graduate School is part of the executive development program of NSE, a non-profit world-wide association of more than 30,000 members. The association is devoted to the advancement of sales management and marketing as a profession. NSE also carries on a wide variety of youth education activities as well as diversified services to its executive members.

NSE considers the Graduate School a university-level course in every respect but one: it does not own a campus. The solution to this problem has been to utilize campus facilities not in use for a regular academic program. This summer, for the second consecutive year, NSE will use the brand-new Syracuse University Women's Campus on Mt. Olympus.

What is involved in conducting a school for executives on a college campus? In many respects it is exactly like a regular college session; in other respects, completely different. The similarities include the need for classrooms, dormitory services, dining facilities, recreational activities, and, of course, a faculty and administrative staff. The differences are reflected in the intensity of the instructional program (8 a.m. to 5 p.m.); the great use of small-group techniques; the compulsory 5½-day class schedule; and a closer faculty-student relationship than

is possible in most college or university-level courses.

A college campus is an ideal accommodation for schools such as the NSE Graduate School. Most of the 250 executive residents have not lived on a campus for 20 or 30 years, but they quickly pick up the "learning desire" they once felt. There is a quality of serious purpose which was considerably less evident in earlier student days. To most of these men, three weeks away from their jobs represents a far greater investment than the $750 course fee. The registrants realize they are being earmarked for corporate advancement when they are given the opportunity to attend.

Except for an occasional bedboard to ease a bad back, the executive registrants move right into existing facilities. Roommates are generally assigned alphabetically, although there are rare cases of snorers who have to live alone. The University furnishes full maid services, so there is little chance of "roughing it" in the dorms. Of course, the first year on a women's campus brought with it many problems, such as shaving in the mirrorless women's lavatory, but a supply of small mirrors bridged the gap for the 1959 session and new "built-ins" are planned for the 1960 Graduate School.

Classroom facilities are the crucial factor in any undertaking of this type, and here Syracuse has been most adaptable. The Graduate School of Sales Management and Marketing builds its academic program upon a small-group foundation. Even in lecture sessions of as many as 90 executives, the large group is broken into table groups of seven or eight men each. The lecturer is able to present his material and periodically to call for consideration, discussion, or questions from chairmen from each of the tables, with a resulting interchange of ideas and experiences among the men that is quite remarkable. In addition, small groups (not necessarily table groups) are assigned to other rooms for workshop, case study, or role-playing sessions, so that exchange of information is continual.

Jack Rimalover is manager of executive education, National Sales Executives International, and director of the NSE Graduate School of Sales Management and Marketing.

The University also makes available a wide variety of audio-visual equipment used by the Graduate School. Again, there is a neat dove-tailing; equipment needed in hundreds of classes during the regular sessions can be immediately furnished for the June Graduate School. Portable platforms, screens, blackboards, and public address systems, as well as viewgraph, slide, and motion-picture projection equipment, are brought into erstwhile lounge rooms.

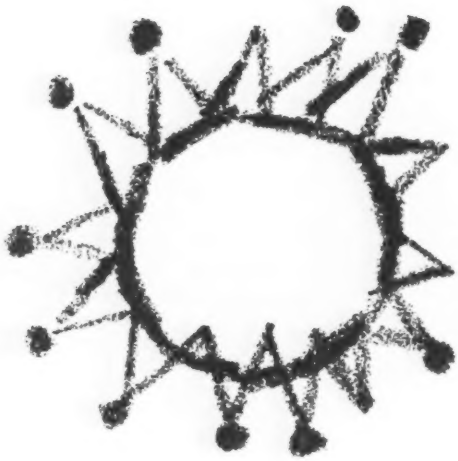
A unique feature of the Graduate School's "off-season" use of Syracuse campus is the faculty-student relationship. In most academic situations, the faculty man, with few exceptions, joins his family at night. At the Graduate School, faculty members, like students, move right into the dormitories and are in close contact with the executive registrants at all times.

In general, the registrants at the Graduate School are a homogeneous group. Most are in the 35 to 50 age bracket, but there are some who are younger or older. Job performance and success are considered more important in selecting the incoming class. The entire course covers a two-year period, with the upper and lower class sessions running concurrently each June. At the conclusion of the full five-week program, a diploma is granted by Syracuse University and NSE.

Chairman of the Graduate School board of trustees, Leland Lyons, who is also vice president of the New York Life Insurance Company and trustee of a major Eastern university, is enthusiastic about the serious approach of students and faculty to the professional objectives of the School. "Almost overnight," he notes, "several hundred executives buckle down to a concentrated program of study and exchange of ideas. In less than three weeks they have made new friends, worked with top faculty specialists from great universities all over the country, and traded ideas and experiences with America's top marketing management. Most important, they have explored old and new methods and techniques of marketing management so vital to their own success and that of their companies."

From orientation the first evening to graduation five weeks and a year later, a strong administrative team backs up the faculty. An optional recreation program is available for those who want a swim or a game of softball at the end of the day. The University works closely with the NSE staff to insure well-planned meals (and the occasional special diet), Message Center services, office assistants, laundry, and the other necessities of campus life. With an investment running into millions of dollars in dormitories and other facilities, the University is glad to help make profitable use of its campus at a time when there would otherwise be little or no income.

The combination of a major University and the educational activities of a business association seems to be a most natural step in the evolution of sales and marketing as a profession. As one executive registrant phrased it, "Business can no longer afford to fly by the seat of its pants. We have to mix and distill the experience of the past and the ideas of the future and apply this knowledge to our own marketing problem." ●



Executive Summer

Wherever you go this summer, you'll find a wealth of professional and cultural stimulation. Here are a few world-wide highlights.

AUSTRIA

Salzburg has several attractions. "Foreign Policy at the Crossroad Between East and West," at the Salzburg Summer School, July 3–August 13, and the world-famous Salzburg Music Festival. University Weeks and the International Summer Academy of Fine Arts complete a lively month. The University of **Vienna** will conduct a seminar on "Heritage of the West and the Modern World," September 1–23.

BELGIUM

The Fourth International Congress of the World Union of Catholic Teachers convenes in the historic city of **Bruges,** August 9–12.

CANADA

Between June 19 and 24 the Joint Conference of the American and Canadian Library Associations will be held in **Montreal.** Conference theme is "Breaking Barriers" that affect the flow of knowledge. During the last ten days of August, UNESCO is conducting its World Conference on Adult Education in Montreal, also.

CZECHOSLOVAKIA

An international seminar on the Development of Adult Education in Industrial Enterprises is the May highlight in **Prague.**

FRANCE

A meeting of Television Program Directors in the Service of International Understanding will be held in **Paris** June 29–July 1. The Committee of Government Experts on Discrimination in Education will meet June 13–29. From July 28 to August 4 the city will be host for the International Conference on Physics Education.

FRENCH WEST AFRICA

A special meeting of experts on Educational Opportunities for Girls in Africa will convene at **Cotonou,** May 24–June 2.

GERMANY

For the first time in 10 years, the Passionspiele will again be produced at the tiny village of **Oberammergau,** June 1–29. Between June 6 and 10, a general meeting of the Institute for Modern Music and Musical Education will be held at **Darmstadt. Bayreuth** Festival, July 23–August 25, will resound with the operas of Richard Wagner. An International Summer Course at **Munich,** "Germany and Reconstruction," is scheduled for August 8–28.

INDIA

At midnight, August 14, Hindus will celebrate the birth of Krishna with elaborate songs and stories. The following day, Indians of all

faiths will gather in the shadows of the Red Fort, **Delhi,** to celebrate Indian independence.

ITALY

The big event here is the **Rome** Summer Olympics, in August.

JAPAN

A ten-day July convention in **Tokyo** brings together a Meeting on Production, Exchange, and Use of Audio-Visual Aids in Schools. During August, the Japanese celebrate the O-Bon Festival of the Departed Spirits; lanterns, fireworks, street parades.

NETHERLANDS

The Ninth Annual Assembly of delegates to the World Confederation of Organizations of the Teaching Profession will convene in **Amsterdam,** July 31–August 7. Last year over 700 delegates and observers attended.

RUMANIA

Communist experts will gather in **Bucharest** in late May for an International Seminar of the Access of Workers to Education and Culture.

RUSSIA

On view in **Moscow** will be the USSR Exhibition of Economic Achievements, the same one shown in New York last year.

SCANDINAVIA

International Summer School of the University of **Oslo** offers a six-week course in Norwegian and European civilization. The International People's College, **Elsinore,** Denmark (former home of a prominent Dane) offers two two-week orientations to Denmark (August 1–28). Survey courses and a bus-study-tour of Sweden is the University of **Uppsala's** highlight for August.

SCOTLAND

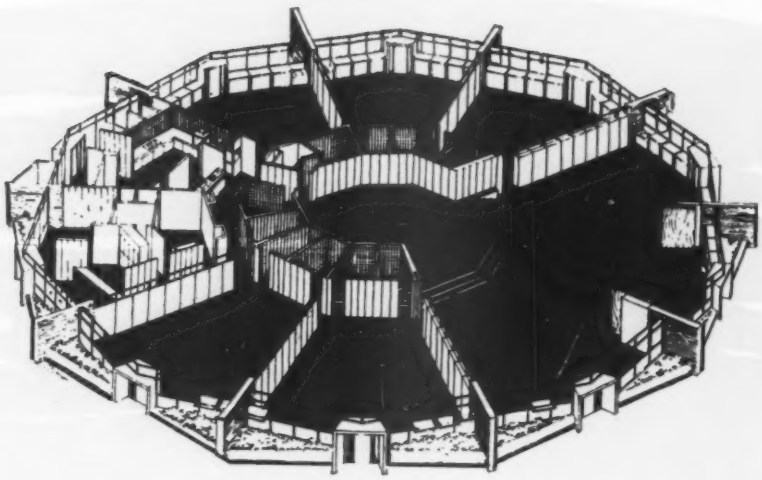
The annual **Edinburgh** Festival of Music and Drama continues through July and August.

SWITZERLAND

Editors of educational journals from all parts of the world will meet in **Geneva** under UN auspices, July 4–9. At the same time, the Twenty-third International Conference on Public Education will be held there. A three-week (July 18–August 6) Seminar on International Institutions is scheduled at the University of Geneva.

UNITED STATES

At **San Diego** State College, the Third National Commission on Teacher Education and Professional Standards will meet, June 21–24. Farther north, in **Los Angeles,** the National Education Association holds its annual convention, June 26–July 1; about 20,000 educators are expected to participate in the theme: "A United Profession Enhances Quality in Education." Public relations is on the agenda in **San Francisco,** July 4–8, for the National School Public Relations Association meeting and in **Washington, D. C.,** July 10–14, for the American College Public Relations Association meeting. The National Federation of College and University Business Officers will convene at **French Lick,** Indiana, July 6–9. The College and University Personnel Association meets in **Pittsburgh** August 7–10. **Chicago** will play host to the National Audio-Visual Association, August 6–9, and to the North American Conference on the Social Implications of Industrialization and Technological Change, September 6–13.



A Climate of Your Own

Air conditioning can be a first installment on year-round education

by E. E. Halmos, Jr.

FOR SCHOOL ADMINISTRATORS, possibly the most important fact about air conditioning is this:

Initial cost—even for an existing building—is small enough so that the system can more than pay for itself in terms of dollars, as well as in imponderables like health and environment.

What's more, evidence now available indicates that if all a community's schools were air conditioned, and therefore usable 12 months each year, the need for new structures might be virtually eliminated for some years to come. Thus, air conditioning may offer a major "way out" for hard-pressed school officials, many of whom are already considering the advantages of year-round operations.

Admittedly, much remains to be done in collecting and evaluating facts on school air-conditioning costs and effects. But enough data are available now to strengthen arguments in its favor:

1. Surveys of offices, factories and other business establishments indicate that human efficiency jumps from 22 to 50 percent with air conditioning (as compared to non-air-conditioned working environments).

2. Educators, in response to queries by air-conditioning engineers and manufacturers, have estimated that the amount learned by the average student will increase between 15 and 60 percent in a "proper thermal environment," with temperatures and humidity regulated for comfort.

3. Design of school buildings around an air-conditioning and heating core permits major economies in construction.

4. The additional cost of owning and operating a complete classroom air-conditioning system, on the basis of a 9-month season in the north temperate climate, has been computed at 26 cents per square foot of floor area. This is about 2.8 percent of the total cost of the structure, and less than 4 percent of payroll cost. Thus, if air conditioning increased teacher efficiency alone by only 4 percent, it would quickly pay for itself.

Why air conditioning? It's no secret that sheer lack of classroom space for the nation's growing student population is one of the most pressing problems facing educational leaders. And it is no secret that rapidly mounting taxes of all kinds have stiffened the resistance to new school proposals—particularly in new suburban areas where mortgages put a heavy drain on family incomes. The Investment Bankers Association reports that in November, 1959, for example, voters turned down more

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Mr. Halmos, free-lance writer and head of the Information Research Group, wrote this article in his air-conditioned office in Washington, D. C.

than 50 percent of the elementary and secondary school proposals submitted to them.

One answer, increasingly favored by educators, is more intensive use of existing school plants. That means a departure from the traditional 9-month school year in favor of a full 12-month schedule. This is no easy thing to sell, of course, despite the fact that the original reason for the 3-month "lay-off"—need for summer workers on farms —no longer exists.

But without air conditioning, most of our present schools would be inefficient in the heat of summer—just as offices and factories have proved to be inefficient. People (or children) just don't work well, think well, or learn well when they're physically uncomfortable.

Does air conditioning "save" money? Just as it is impossible to put an actual price on education, one cannot measure how much a given amount of a teacher's time, in a given area of a building, may be worth to the student and to the nation in the future.

More than a year ago, however, in an article in the magazine *Heating, Piping and Air Conditioning,* Z. A. Marsh, director of school activities of the Minneapolis-Honeywell Regulator Co., did set up some interesting figures. Mr. Marsh recognized that he could not equate future values and set his figures on the more normal business basis of what it would cost to keep a student in school. Here are his conclusions:

1. In a typical new school, the annual cost per square foot of owning and operating the classroom area (including heating and ventilating) is $2.21—or about 23.7 percent of the total cost of the building. (Equipment and supplies account for about 3.4 percent of total cost, salaries of teaching and other staff, about 70.1 percent).

2. The additional cost of owning and operating a complete and flexible air-conditioning system, on the basis of a 9-month "season" in north-temperate zones, is 26 cents per square foot, or 2.8 percent of the total cost.

3. This 26 cents per square foot is about 4 percent of the payroll cost. Thus, if teaching efficiency were increased only 4 percent, the air-conditioning system will pay for itself. Or, if the value of education is taken as the yearly cost of keeping a student in school, then a 2.3 percent increase in learning rates would justify air conditioning.

Since specification of the type, make, and size for an air-conditioning system right for a given structure is the special province of the architect, no attempt is made here to outline the many systems available. Costs, also, are obviously a function of the specific job that a system is designed to do.

However, the Air Conditioning and Refrigeration Institute, headquartered in Washington, D. C., has developed a program of standardization for claims and performance data of unitary air-conditioning equipment, subscribed to by manufacturers who represent more than 80 percent of the air-conditioning industry.

The program has adopted certain standards—such as the British Thermal Unit (BTU) as a yardstick for performance, to supplant the outmoded and confusing "ton" and "horsepower" designations used to rate equipment in earlier years. ARI has also developed an impartial testing program, and a seal which certifies that the equipment so marked has been tested and rated to perform according to industry-wide standards. •

Belaire Elementary School in San Angelo, Texas, designed four years ago by the Houston firm Caudill, Rowlett, Scott & Associates, was one of the first schools to be designed specifically for air conditioning. Its classrooms, kitchen, and office radiate from a center split-level hub (see sketch above left). Upper level is all-purpose room (shown above); lower level houses air-conditioning unit. Air conditioning cost just over 10 percent of total construction figure (and a fourth less than the average for the area). Planners say that the circular plan was responsible for holding this cost down.

Year-Round Comfort

THE CLASSROOM, because of its dense occupancy by active young people, requires a constant air-change all year round. In older buildings, this air-change is accomplished by the teacher: she opens and closes doors and windows. This nuisance task produces more noise, more dust, and more distraction than it is worth. In winter, the result is always a considerable overcharge of fuel, pumped into the plant to compensate for wayward drafts.

New school plants, therefore, are being designed to solve not only spring and summer cooling problems, but to solve the winter air problems, too. Heating, ventilating, and air conditioning are one consideration—not three; control of it has led to coordinated air systems which mechanically regulate temperatures for summer/winter comfort.

Basic to planning a coordinated mechanical air system is the relationship between window area and air-change. Windows present four problems: light, heat, air, and aesthetics.

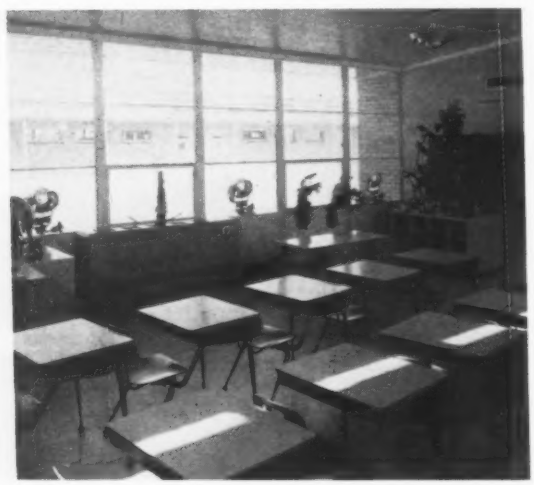
Vertical windows have been used as the major source of light in many plants; however, it has proved to be a highly variable source that needs auxiliary aid, either from ceiling armatures or focus lighting for chalkboards and bulletin boards.

How much interior lighting is needed brings up the next consideration: heat. Glass radiates solar heat in various measures; shaded or tinted glass, of course, can virtually eliminate this. However, such glass implies more overall interior lighting, which of itself contributes appreciable heat. The balance to be struck here is a delicate one, but readily achievable.

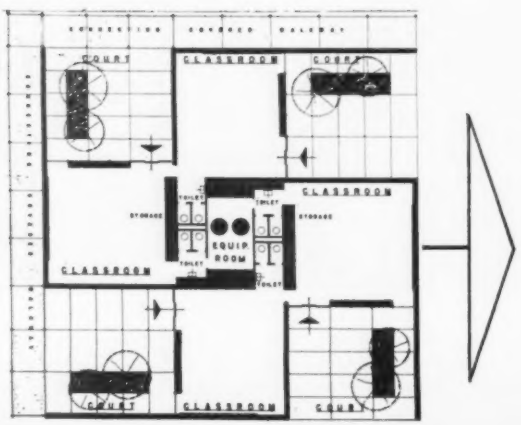
Window areas produce their own air currents—downdrafts—which can interfere with the controlled air-change of your heating and ventilating equipment. Also, depending upon the orientation of the window, these drafts influence the temperature of the air-change, too.

Designers and schoolmen are now looking upon fenestration primarily from an aesthetic point of view—what the class will see through the window—in order to keep a workable perspective at the time of heating-ventilating-conditioning planning. Classrooms that offer year-round comfort are designed so that their windows afford an aesthetically pleasing view, but that the heat, light, and air problems do not subvert the room's environmental controls.

Careful window and lighting plans, laid in conjunction with a more intimate, lowered ceiling, and a year-round heating-ventilating-cooling unit, can give you greater control of the learning environment and allow you to achieve year-round comfort for your staff and your students. ●



Four air-conditioning units, recessed windows, and modest overhead lighting assure the Jal, N. Mex., Elementary School a good learning climate in its classrooms (above). The next step, the climate-controlled, indoor-outdoor classroom, is sketched by Culler, Gale, Martell & Norrie for a Washington school; because its classrooms are oriented so that only one receives full solar heat load at a time, a 5-ton package chiller serves the classroom unit shown.



The Informal Organization Man

by Van Miller

Latitude must exist within an administrative structure

ADMINISTRATION EXISTS because formal organization exists. Administrators are responsible *within* organization and also *for* organization. Understanding the requirements of organization is an appropriate concern for administrators and students of administration. It is worthwhile to consider how to tighten the structure of—or activate the circuits within—organization in order to arrive at a clearer definition of the role of the administrator.

Three general phases can be considered: *formal* organization; *informal* organization as separate though related to formal organization; and organization—formal *and* informal—as a single area of human interaction.

Organization is always related to the accomplishment of a purpose. The most formal organizations accomplish the clearest and most specific purposes. They also relate the accomplishment of their purpose with their systems of control and their means of perpetuating themselves. Those with clear purposes are inclined to be strong organizations that last and increase in power or size. Such organizations are usually defended on grounds of tradition or the wisdom of the people who founded them. The rationale of their existence is in terms of accomplishment of their stated purposes.

Exclusive concern with formal organization, though useful, has never been as successful in education as in, for example, business, industry and the military. In those fields the purpose is clear. However, the breadth of purpose within any educational agency (other than the specialized school) is wide. Schools, colleges, and state departments of education are multipurpose organizations. An even more significant difference lies in the fact that the broad purpose of any educational organization is to promote change and development (in the human beings) rather than to render a service or produce a product.

A major emphasis of formal organization is on settling operation into a pattern of efficient repetition. In education, where the overall purpose is intimately related to the individual purposes of human beings, repetition becomes the enemy of change.

In the variety and number of *re*organizations in education, the rationale most often given is that of establishing a final ideal structure of organization. The literature

and experience of the school district reorganization movement, for example, is replete with references to the "right" size and structure.

Attention to formal organization has provided educators with much new knowledge; but it has also presented the danger of seeing organization itself as an end.

INFORMAL ORGANIZATION, the second phase, exists within and around every formal organization. It can either subvert or support a formal organization.

Whereas the emphasis in formal organization is on management of material and processes—including the management of people, informal organization focuses on human relations. Since formal organizations are for specific purposes, they tend to impersonalize their staffs and produce psychic strain. Informal interaction provides catharsis or adjustment to the strain; it may also produce demands for readjustment of the formal organization. Such demands may lead to the establishment of grievance procedures or unions—organizations as formal and rigid as the one which spawned them.

Fear that informal interaction is unnecessary, wasteful, or even inimical to an organization finds expression in the regulation of communication of its members with each other and with outsiders. This is seen in extreme form in a totalitarian state. There administration is likely to preempt communications media and to restrict private communication and freedom of expression and assembly. By such means informal interaction is suppressed or driven underground.

Where informal interaction is viewed as *supportive* to formal organization then attention is turned to its manipulation. This has led to hidden persuasion, whispering campaigns, and advertising jingles. It has also led to administrative support of such friendly activities as college alumni organizations, PTA groups and citizens advisory committees, and reserve officers' units and their women's auxiliaries. In his responsibility for the well-being of formal organization, the administrator cannot ignore informal interaction.

THE THIRD PHASE, unification of formal *with* informal organization, seems to arise readily from any attempt to clarify the distinction between the two. This is the concept that they are not really different at all, but rather that each is an aspect of human interaction. This interaction is the basic bond of all human association. It is not supplementary, hostile, or supportive to formal organization; it precedes and underlies formal organization. What is described as formal organization is not the whole of organization—it is simply those aspects with enough consistency and dependability to be recognized. Organizational arrangements are shorthand systems condensing a long sequence of prior communication so that the title superintendent of schools or college dean or department head immediately states a relationship and assignment of responsibilities.

Van Miller is professor of education at the University of Illinois, Urbana.

Formal organization symbolizes more than meets the eye. It is not the new directive from the boss that gets action—this directive simply touches off a discussion of what each member intends to do about it. The response to the signal is the real organization.

The informal systems within formal organization react to formal structure. The actual operation is not the formal structure but the reaction to it of individuals conditioned by informal group interaction. It has been noted that administrative orders find their real level of effectiveness after reconstruction at the hands of every participant concerned.

Organization may be considered as highly formalized communication. It is developed through communication and uses communication to function. Interaction systems (communication) may range from formless to carefully formed in terms of their pattern and regularity. Presumably this would range from informal association of those who live in the same neighborhood or work in the same establishment to the most rigidly formal organization conceivable.

It is useful and necessary to talk in terms of formal and informal systems. The difference in direction on several dimensions is provided in the 1952 summer issue of the *Autonomous Groups Bulletin*. In informal systems individuals tend to view one another in interaction as persons in the *full* sense; in formal systems they are viewed as performers of functions. In informal systems activities tend to be ends in themselves; in formal systems they are means to ends. In informal systems expression is relatively free; in formal systems reason and emotion are channeled. In informal systems cooperation is implicit and activity is spontaneously coordinated; in formal systems cooperation is explicit and there is conscious coordination of activity.

The administrator is administrator within the formal organization—his post is non-existent without it. But when he is concerned not exclusively with formal organization but rather with both formal and informal organization as a unified field of human interaction, he may be less concerned with organization for the sake of control. He will realize that the control lies in the compatibility of the formal and the informal.

The administrative leader in public education had just as well accept and live within the informal interaction systems. He should not seek to organize or control them through his position of headship, though he may well encourage them. He can do this by providing the right space and physical arrangement of facilities, by work and time scheduling, and by his own deportment.

If he discovers the interactive informal system and then tries to reorganize the formal structure to coincide with it he will be chasing a will-o-the-wisp, for a new informal organization will grow up in reaction to the formal. But he can build a formal organization facilitating and compatible to informal interaction.

The formal system provides the frame on which the informal interaction systems can be supported. The informal systems give vitality to the formal, and provide exploration, appraisal, and the basis for change. ●

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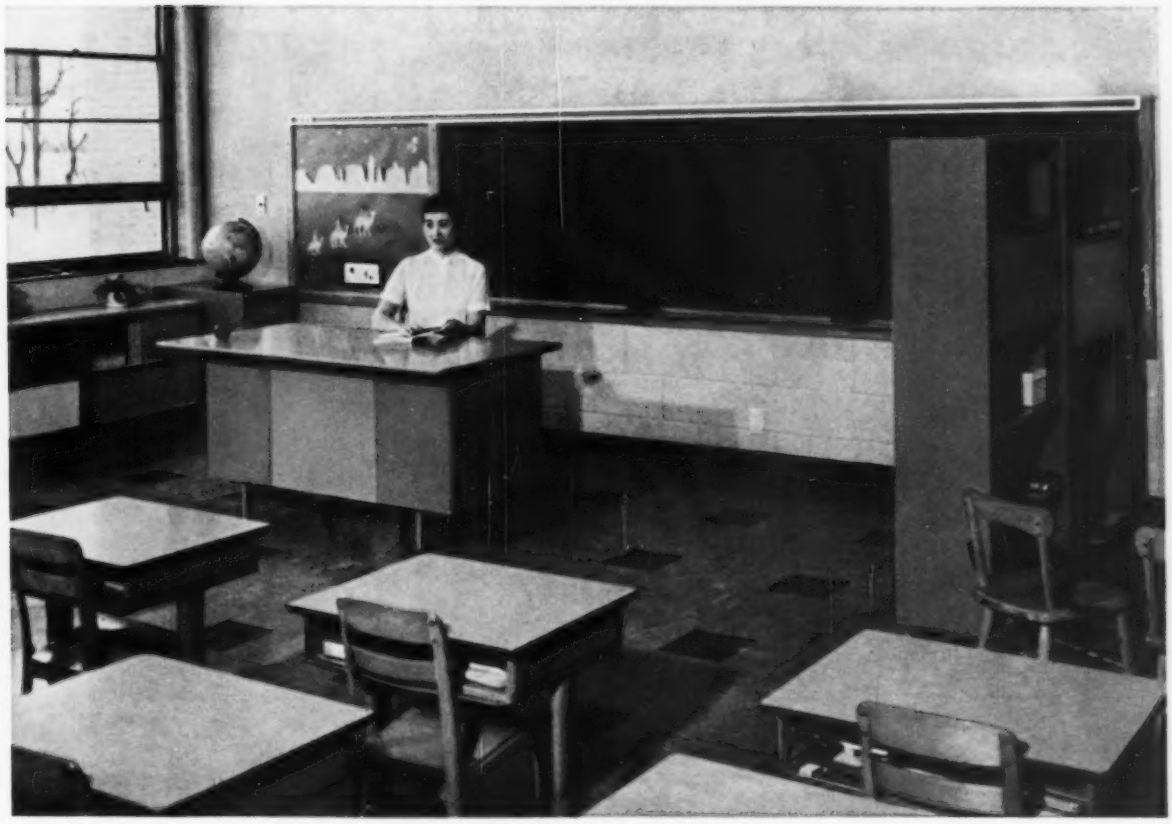

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MAINTENANCE

Summer Workshops for Custodians

SUMMER TIME is "learning time" for thousands of custodians and maintenance men in schools and colleges across the nation. In summer workshops—conducted by schools of education, community school systems, and supply and equipment manufacturers—the men responsible for maintaining multi-million dollar investments brush up on the latest techniques and available equipment.

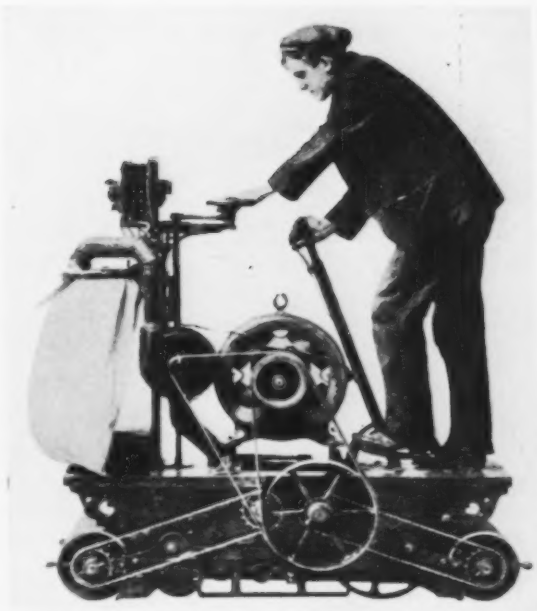
Workshops range from one- and two-day training institutes, limited to maintenance men from the sponsoring community, to two-week workshops conducted on college campuses, which draw men from state and regional areas. Although their physical characteristics vary widely, the training institutes have a common purpose: to help custodians and maintenance men do a better job.

Schoolmen know that one way to protect a community's sizeable investment in buildings and equipment is through good maintenance. Efficient practices of school plant maintenance and operation mean longer life for new buildings and prolonged service from older structures. In spite of this, little formal effort used to be exerted to achieve the level of maintenance that was desired. Personnel training programs were haphazard because enough money was rarely appropriated. In the continuous financial pinch, maintenance was usually squeezed the hardest.

However, administrators now realize that money invested in maintenance is money invested in the future of their plant; hence, new emphasis has been placed on proper training of maintenance personnel.

One of the earliest attempts to bring maintenance men back to school for concentrated instruction was undertaken by Columbia University's Teachers College in their Custodial Short Course for Building Service Workers. The value of the school was immediately apparent. This summer marks its 22nd annual session. Meeting at Teachers College for one week this June, the course is open to building service supervisors, executive housekeepers, custodians, janitors, engineers, and others involved in the care and upkeep of schools.

Purpose of the course, according to Richard F. Tonigan, college plant manager and director of the program, is "to stimulate the interest of building service workers in their jobs. Our program also presents information and guidance to help them become more efficient and economical in planning and controlling the care, repair, operation, maintenance, and improvement of the school and college plant."



Out of the photo archives comes this shot of the first floor sander; before its invention in 1901 floors were scraped by hand. Like their equipment, custodians' training has been updated to meet current needs.

About 100 men take the short course each summer. They are mostly public school personnel (about 80 percent of the enrollment). Last summer, men came from as far away as Montreal and Puerto Rico.

During the first several years, the program had a basic how-to approach. However, about two-thirds of the course has now changed to theory and development of leadership.

Tonigan described the school as having a four-fold program:

- *Supervisory development,* or improving leadership.
- *General administration,* including personnel poli-

cies, programming expenses, determining reasonable costs for a specific job, estimating life expectancies for equipment, etc.

- *Skill development,* or the how-to section where everyone takes home something he can use next week.
- *Current developments,* keeping men informed of new equipment and techniques, of what has come on the market in the past six months, and of what to expect in the next year.

A new phase of instruction that is starting to receive attention is one on planning and executing small alteration projects. Normally a superintendent of buildings and grounds is responsible for smaller projects, valued to perhaps $20,000, Tonigan points out. The course covers the planning and making of estimates and the carrying out of plans with efficiency and economy.

When the Columbia short summer course started, only one or two others were operating in the country. Today, Tonigan estimates, there are about 300 such courses, many of which got their inspiration from the Teachers College program. Most schools award a certificate of completion to the men; but it's possible for summer participants and regular students to earn one college credit in educational administration by doing additional work.

The Teachers College course represents one week of concentrated instruction. The program has two phases: *general sessions,* in which broad topics for all men are presented, and *group sessions,* aimed at appealing to men with special interests. About half the courses are taught by Tonigan, other buildings and grounds personnel, and Teachers College faculty. The rest are taught by outsiders—manufacturer's representatives, suppliers, contractors, and insurance representatives.

Most men are sent to the school by their employers, who pay the bills. Tuition is $37 (the cost of one point of credit at Teachers College). The men stay in nearby hotels and eat on their own. Tonigan figures the total cost to be about $200 per man, and thinks it would be hard to find a more effective way of spending the money. Besides increasing the men's efficiency, the course is a status builder at low cost. If the men were given a raise, it would only amount to a few cents an hour, Tonigan explains; but for the same amount of money, the course also provides a big psychological boost to them.

One of the many programs which drew its inspiration from the Teachers College short course is the custodial workshop sponsored by the Western New York School Study Council. Now in its eleventh year, it continues to hold its original purpose—keeping school custodians and maintenance personnel up to date with new maintenance techniques and materials—according to workshop coordinator George E. Holloway, Jr.

More than 500 are expected at this June's three-day workshop at the University of Buffalo. Twenty training sessions are scheduled on

OV-242

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such topics as "Care and Maintenance of Television Equipment," "Fire Detection Systems," "Maintenance of Swimming Pools," "Maintenance of Cafeteria Equipment," and "Care and Maintenance of Combustion Controls."

Holloway points out that previous workshops have proved so valuable that many school districts have used them as initial training sessions for newly-hired personnel.

The success of this type of program in turning out informed, efficient maintenance personnel has led many school districts to adapt the technique to their own needs.

Allentown, Pa., for example, conducts a two-day workshop for its custodial and maintenance staff. Usually held during June, the conference covers a wide range of topics, according to Ralston B. Shurtz, assistant superintendent of buildings and grounds.

Floor care and maintenance are covered in lectures and demonstrations; fire prevention and school safety are discussed by local fire department officers; and special cleaning problems posed by rest rooms, cafeterias, and gymnasiums are discussed.

Aside from these routine subjects, considerable time is spent on techniques of building up better relationships between custodial personnel and teachers, pupils, and the public. Shurtz contends that this is an important ingredient—too often neglected—in the smooth operation of a school building.

Emphasizing the importance of such training programs, Shurtz explains, "We entrust millions of dollars worth of buildings and equipment to the lowest paid men on the staff." That's why it's absolutely necessary, he adds, to give them an instruction and development program which will enable them to maintain high standards of health and safety for the students, in addition to prolonging the life of the building itself.

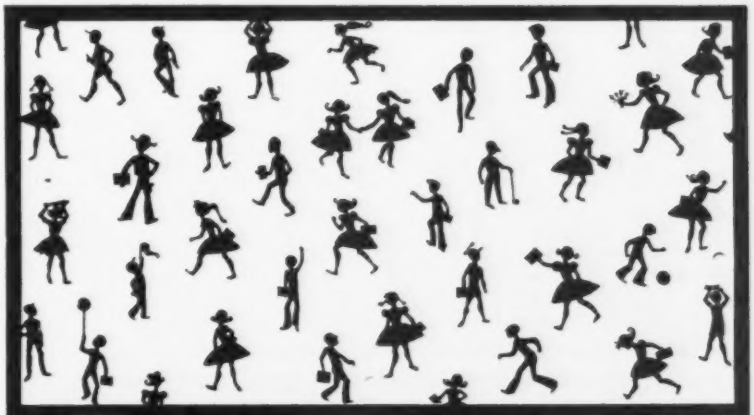
Shurtz says the program is accepted "very favorably" by the preponderance of men who realize they're getting an opportunity to do a better job.

Another school district which has found that summer provides an excellent training period for its maintenance staff is the Dade County, Fla., system. More than one thousand custodians and maids receive training there each year.

Dade County will hold its sixth annual training program this summer. All personnel attend a one-day session and two other special programs are held—one for head custodians, the other for new custodians.

As modern schools become more and more complex, new emphasis will be placed on the proper training of custodial and maintenance staffs. This training will be aimed at producing informed, well-trained workers, familiar with the intricacies of a school building, abreast of current developments, and aware of the relationship between their jobs and the quality of education that takes place in the physical environment that they maintain. •

OV-243



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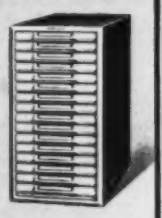

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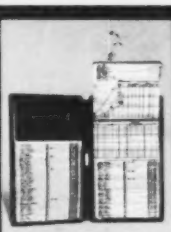

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What provisions have been made for expansion of RCA Preceptor equipment?

Components of this system are modular in design, permitting an easy expansion at any time. Complete controls for 10 student positions are added by the simple installation of a pre-wired panel. Modular student booths in multiples of two and three, are predrilled for ease of assembly, can stand as a unit or be added to existing booths. Additional wiring is simplified by central power supply system.

Why can RCA offer a price that's lower than that of most Language Laboratory Systems?

RCA's advanced engineering techniques have created a "systems concept" for its *Preceptor* line. All components—console, recorder, amplifiers, etc., are fully integrated in design to reduce the cost of the equipment, its installation and maintenance. If desired, you can get an RCA Language Laboratory now under our Lease-to-Own plan which gives you the option to purchase the equipment at any time.

Why has RCA transistorized Language Laboratory equipment?

Because transistors give longer more dependable service, they are ideally suited for school use. In the *Preceptor* System, transistorized circuitry eliminates the necessity for AC outlets in the student booths, providing a sharp reduction in wiring and installation costs. Low operating voltage assures safest use by students, keeps operating costs down.

[redacted]

Is skilled service readily available for RCA laboratories?

The RCA Language Laboratory Dealer in your area, backed up by the nation-wide facilities of the RCA Service Company, is ready at any time with consultation advice, expert service and maintenance.

Is planning assistance available?

Yes. Experience in installation of Language Laboratories and technical training make your local RCA Language Laboratory Dealer the ideal man to see for help in getting started with your Language Laboratory. He's available at your convenience to cover problems of location, size and scheduling. He will be glad to make equipment recommendations, prepare layouts, or give you a cost estimate.

Where do I get RCA Language Laboratory details?

For complete details on how RCA can provide a realistic answer to your language instruction requirements and for the name of the RCA Language Laboratory Dealer nearest you, write: Radio Corporation of America, Language Laboratory Sales, Building 15-1, Camden 2, N. J.

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This nerve center of the Preceptor System, the RCA Teacher's Console, puts the teacher in total control. From it, a teacher can 1) select each student's lesson; 2) monitor each student's response; 3) record any student's response; 4) communicate with one or several students simultaneously; 5) talk to the whole class; 6) record new lessons or have guest instructor record.

Amplifier, headset and microphone comprise listen-respond booth equipment which allows each student to hear lesson tape and response and to communicate with teacher. Booths may also be equipped with a tape deck which allows student to record both lesson tape and response. Flip-down top optional for conversion to desks. Modular booths in multiples of two or three also available.

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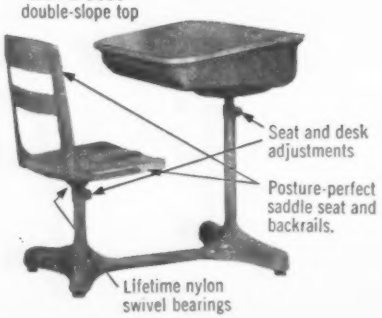

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Two Case Studies:

The Administrative Interne

By Joel Elkind, administrative interne with Ramapo Central School District, #2, Spring Valley, N. Y., and graduate student at Teachers College, Columbia University.

THE INTERNSHIP in administration is a challenge and a rewarding experience. It challenges us to integrate theory with practice and rewards us by letting us observe experienced administrators in action. The internship lets us broaden our horizons and gain personal assurance in tailor-made situations.

It also gives us a comprehensive view of administration and permits us to focus on the ingredients that make the sponsoring administrator a good democratic leader.

These are the areas in which we work with the sponsoring administrator: instructional improvement, pupil progress, instructional materials, pupil personnel services, personnel supervision, scheduling, budgeting, staff relations, public relations, transportation, plant maintenance, supply and equipment distribution, instructional and organizational evaluation, reporting, planning, and activity and extracurricular programs. In interne seminars we examine problems of mutual concern and formulate guidelines for action in analogous situations.

Through greater interaction with professionals and laymen we can develop human relation skills and gain new insights into group dynamics. From the relative safety of the internship position we can also observe the sponsoring administrator's skill in working with the public and his adroitness in building relationships with his colleagues.

Carrying real administrative responsibility gives the interne a chance to integrate theory with practice under guidance. Professional growth is fostered by encouraging the interne to undertake major projects on his own which will benefit the school situation. Unfortunate decisions carry little onus and serve as guides in future situations. The interne learns through experiences made more meaningful by the personal interest of his sponsor and college coordinator.

The internship is a tripartite investment. All parties to the agreement—interne, school system, and college—have much to gain from a successful program. But the ultimate gain will accrue to the profession and the public as the quality of educational administrators is enhanced.

By Robert Dorsch and Louis Rice, graduate students at the University of Michigan who interned with the Ann Arbor Public School System.

A SUPERINTENDENT may direct the largest transportation system and food service operation in the community, and also be its largest employer. Increasingly, school systems are employing a trained business manager to relieve their superintendent of many of these functions. An important phase of any preparatory program for a school business manager must occur in the local school system itself, through an internship. The program in which we participated was planned by the University of Michigan in co-operation with the Ann Arbor Public Schools.

The course took both a theoretical and practical approach to business management and included an overview of the following areas: general

OV-246

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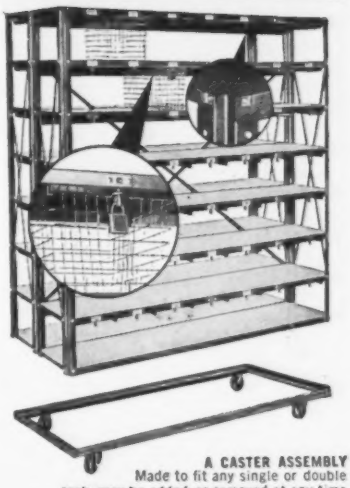

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Interne (continued)

administration of public schools; personnel administration and supervision; public relations; financial operations involving budget, payroll, accounting, debt service and capital fund management; operation and maintenance; purchasing; food service; transportation; school census and insurance; elections and bond issues; and building programs.

We visited the offices of architects, insurance agents, various types of salesmen who market school equipment, and members of the city council and city planning commission. Such contacts provided a point-of-view of nonprofessional educators who are closely connected with the operation of the public schools.

Weekly meetings were held with the university's program coordinator. Here we reported and discussed the on-the-job experiences (we kept a daily log of activities), reviewed business management procedures in the Ann Arbor School System and in other school systems we visited, and identified major issues and problems observed and possible avenues of solution for the school business manager.

We knew that school public relations were important. Yet the program has made us doubly aware of the necessity for school business managers to accept a major responsibility in this area. Textbooks in the field of business management did not fully alert us to the varied kinds of problems met daily by a business manager.

Our educational philosophy, too, grew during the internship. Though business management is integral to school operations, we recognize that it must always be subordinate to the educational needs of boys and girls.

Did we gain from the field experience? Certainly we did. Informal contact with the administration in the Ann Arbor Schools has helped us to deepen our interest and appreciation for the profession of school business management. We appreciate more clearly the need for people trained specifically for this field of administration. ●

Where does voluntary philanthropy end and begging begin? What makes people feel good about giving to some causes . . . yet feel dollared to death when approached by others? Knowing the answer can mean the difference between success or failure to meet your financial needs. It is also one of the reasons why so many colleges, hospitals and social welfare agencies have called on the American City Bureau to help them raise money. There is no reason for your institution to have to beg. Good fund-raising is never begging, but an organized and well-directed professional operation. If your institution needs money, it will pay you to invite us to a cost-free exploratory conference. Write to 3520 Prudential Plaza, Chicago 1, Illinois. Offices also in New York and Sacramento, California.

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PLANT NEWS

Concrete in a Thin Shell

Since 1956, a new type of school building has been dotting the Oklahoma landscape. It has utilized the principle of the arch and added mathematical formulas to reduce weight and expense. The result: thin shells of reinforced concrete, only three to five inches thick, which can span clear distances of as much as 150 feet. The first of these thin-shell schools was built in 1956 in Freedom, Oklahoma, architects Jack L. Scott & Associates told OVERVIEW.

Use of the thin shell method for spanning areas has varied from the simple barrel shell for classrooms to the more complicated multiple hyperbolic paraboloids for gyms, shop buildings, libraries and administration areas. Elliptical paraboloids have been used extensively in spanning auditoriums, lobbies, and gyms.

One economy feature of this type of construction is the low rate on fire and extended coverage insurance. The extreme lateral stability is welcome in this tornado-prone area. The auditorium and other large spaces are havens for communities in the event of high winds.

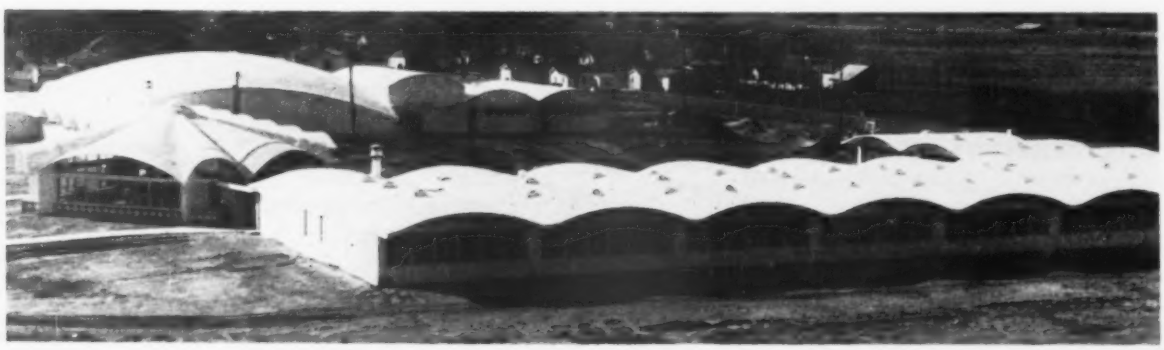
In plants such as the Pauls Valley High School (shown below) Scott reports that many different shell shapes were used. These were selected for their ability to identify the particular activity that each encloses. This school cost $10 per square foot. Other thin-shell schools put up by Scott have ranged from $8.50 to $12 per square foot.

Another of the architect's designs, Western Heights High School, represents the largest of any thin-shell structure yet erected in the state. It contains a 90′ × 125′ elliptical paraboloid auditorium and a 150′ × 150′ gym. Its classroom wings are spanned with four hyperbolic paraboloids over each classroom with 30-foot length and 30-foot width. The 30-foot square classrooms have proven to be an economical size for the shell, and the square plan allows maximum flexibility of room arrangement. The center of the classroom paraboloids is 12 feet above the floor; this gives a feeling of spaciousness without the penalty of building 12-foot-high walls and partitions.

In analyzing costs, the firm reports that maximum economy from this type of construction depends on: (1) careful structural design to use a minimum amount of steel by adjusting the height of the paraboloids and the span between columns in length and breadth of the paraboloids; (2) selection of concrete casting areas for maximum reuse of form material; (3) use of concrete walls under windows instead of concrete grade beams and masonry; and (4) use of an over-size concrete frame instead of load-bearing masonry walls.

Scott feels that the most encouraging aspect of this new idea lies beyond what has yet been done. The potential progress in all phases of institutional design and construction possible by the conquest of these procedures is breathtaking. The endless variety of shell shapes will give the school planner almost complete freedom in shaping and molding the classrooms of tomorrow. Size and shape will not be impeded by previous structural limitations (largely a result of economics in steel fabrication). Flexibility of room arrangement and school layout will be hindered, Scott believes, only by the designer's imagination.

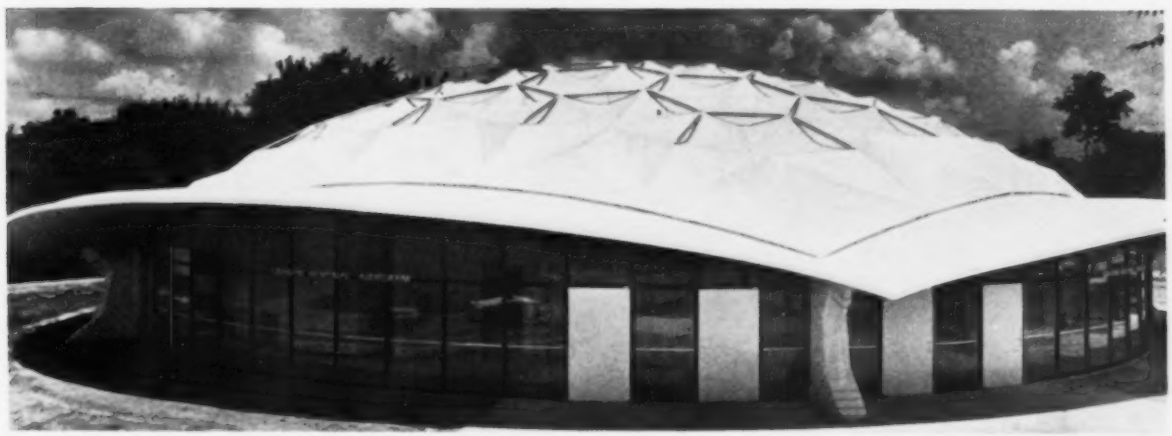
Perfection of techniques with concrete shell construction sets the stage for the exploration of membrane structures inherent in the future of plastics and other materials not yet out of the scientists' laboratory.



Open Sky Classrooms

Outdoor classrooms have proven to be Sarasota County's answer to the need for more space. Brentwood Elementary School designed all of its classrooms to open onto Florida's balmy out-of-doors (see photo at right). Brentwood principal John L. Cropp reports that with sliding doors to the outdoor areas, each classroom gains 600 more square feet of usable space. The cost of this additional footage is about $1,000 for each of Brentwood's 25 outdoor classrooms.

Brentwood's teachers find these advantages: separation of classroom groups so that instruction of one group is not disturbed by noisy projects of the other; use of the outdoor classroom for painting, craft work, gardening, rock collections, and plantings; use of the sliding doors to create a stage for class plays and dramatized readings; and use of the outdoor area for rhythmic activities, folk dancing, and quiet recreation. Some of the teachers have set up classroom projects that had been eliminated from the instructional program because of the inconvenience of taking an entire class to a central facility (this has also eliminated the scheduling problem that complicates use of central facilities). With outdoor classrooms, student projects do not have to be torn apart to free the space for other classes. Maintenance of these areas is simple: custodians say that much of the dirt and confusion left by projects carried on in the classroom is eliminated and that once over with a hose will quickly clean an outdoor classroom.



Aluminum Auditorium

A stressed-skin aluminum dome is the basic structure for an 800-seat high school and community memorial auditorium (shown above) recently erected in Pryor, Oklahoma. The basic dome is 100 feet in diameter and its ceiling is 28 feet from the sloping floor at midpoint. The stage is partly under the dome with the remainder housed along with the dressing rooms and prop storage space in a canopy structure attached to the dome. Exterior walls of the lobby area are glass from floor to underside of the dome. Cork strips over multi-colored lacquer were used for the curved concrete walls at the perimeter of the auditorium floor. A special spray coat of acoustical and thermal insulation was applied to the underside of the dome. Special effect lighting system inside the auditorium is mounted on brightly colored acoustical baffles suspended from the dome. The auditorium was designed by R. B. Roloff of Oklahoma City; the dome was designed and developed by Kaiser Aluminum & Chemical Corp.

11:00 A. M.

This movie is really sharp! Not a light leak anywhere.

REASON: The windows in this room are light-controlled with Flexalum Audio-Visual Blinds. These blinds make any room theatre-dark anytime. Here's why: (1) more slats per height plus (2) patented notch in each slat that permits adjacent slats to touch, equals (3) no between-slat light leaks. (4) Light-trap channels eliminate around-the-edge light leaks.

11:10 A. M.

The slides look great. Just enough light to take notes.

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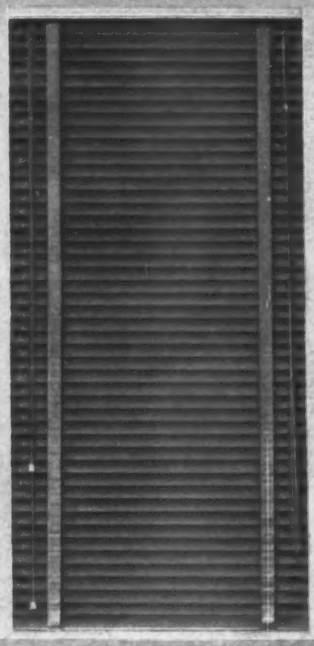

11:20 A. M.

Back to groupwork. Full daylight, instantly—no glare.

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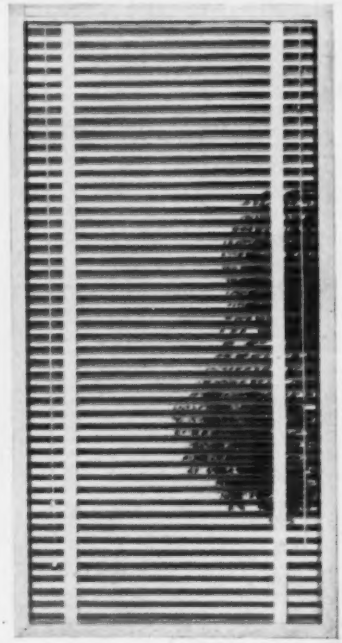

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An Electronic Payroll

Los Angeles school system speeds its data-processing

Author Berry shows how to program the Burrough's Datatron 205 computer.

ONE OF THE most pressing school administration problems in the Los Angeles City School Districts is that the established methods of data processing cannot satisfactorily handle the volume and complexity of new and expanded operations in the payroll and personnel divisions. The City School Districts are composed of an elementary school district, a high school district, and a junior college district. Administratively, the three districts are combined; a central payroll department processes monthly salary warrants for 40,000 employees.

The payroll department, since its inception, has processed payrolls by three different means: manual methods in which clerks performed every operation; a combination of manual and mechanical methods such as adding machines and calculators; a combination of manual, mechanical and electrical-mechanical methods such as punched-card equipment.

The most significant feature in the evolution of office equipment has been the continual elimination of routine work such as posting, sorting and simple arithmetic. Until recent years, however, little had been done to reduce the need for human judgment in the processing of data. Consequently, many clerks are often found in large scale data-processing activities, despite the use of machinery, clogging communication systems and absorbing all available space.

The symptoms of this problem in the payroll department of the Los Angeles City School Districts were excessive overtime, a large and growing clerical force, early reporting of anticipated attendance and too many corrections of previous assignments and payments.

The main cause of the difficulty was the tremendous growth of the school system. Administrators were increasingly aware, during this growth, that the systems and techniques of processing data were not keeping pace with the physical expansion.

In the fall of 1957, John A. Crosbie, controller, and Paul Serote, director of payroll operations, presented to Superintendent Ellis A. Jarvis their reasons for an examina-

By William M. Berry, manager, Management Controls Department, Peat, Marwick, Mitchell & Co., Los Angeles.

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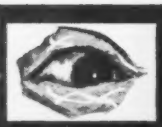

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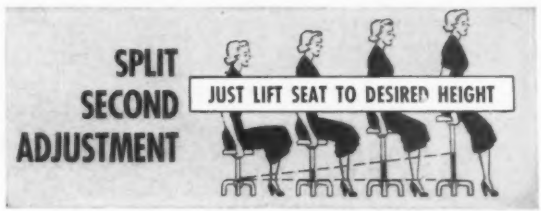

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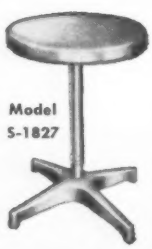

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Payroll (continued)

tion and evaluation of the entire payroll processing system:

1. *Increasing cost of operation* of payroll and personnel divisions.
2. *Growth of the school system* within the past ten years and the expansion of related service activity.
3. *Present size of the school system* ranks it as big business. The volume of administrative problems are equal to those encountered in a giant corporation.
4. *Annual September peak.* The school system has to process many new employees each September—replacing retired people and accommodating its growth. This seasonal peak imposes tremendous strains beyond normal capacities of clerks and machines.
5. *Volume of work in payroll preparation.*
6. *Complexities in payroll computations* multiplied as the number of deductions imposed by state and federal regulations increased as well as retirement and insurance deductions.

Experienced consultants were retained and Paul Serote was assigned to work with the team. They were asked to survey all payroll and related operations in the personnel, controlling and other divisions to determine procedures and equipment necessary to meet foreseeable workloads and to consider the feasibility of an electronic computer in payroll processing.

The method used by the survey team consisted of: (1) orientation on the basic system; (2) familiarization with education and administrative codes of California, board rules, administrative regulations, county laws and general customs affecting the payment and deductions to employees; (3) study of organization and work distribution; (4) review of pertinent job instructions, forms and office layouts; (5) analysis of data processing equipment in current use; (6) compilation of average and peak transaction volumes for input, output, and files; (7) preparation of functional flow charts of normal routines; and (8) identification of exception routines.

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Payroll (continued)

proposed changes in laws, policy, systems and procedures were submitted and accepted. The conclusion reached was that the school system's problems of data processing could be solved by the use of an electronic computer.

A system of processing payrolls and related personnel data was designed to take advantage of the powers of speed and decision-making found in electronic computers.

A cost comparison of the clerical-tabulating system and of the proposed computer system indicated that the computer could save the school system approximately $200,000 annually, with installation costs recovered after three and one-half years of operation.

The Board of Education decided to obtain the Datatron 205 computer. This is to be housed in a section of a new administrative building scheduled for completion in August.

The advantages to be gained, besides the estimated yearly savings are: accommodation of more payroll deductions; reduction in number of different payrolls; consolidation of records and elimination of duplicate records; reduction of peak load and elimination of overtime; tighter forecasting and budgeting of personnel; elimination of reporting of anticipated attendance; reduced physical space requirements; stabilization of clerical force in face of continued growth; improvement of procedures; more accurate error controls; up-to-date reports; modification of the September data processing problem; and potential for expansion of personnel statistics.

Because of the urgent need to find better methods to process payroll and personnel data, those two applications have priority. All of the computer time, however, will not be taken up with these applications. Time will be available for such processes as store control, stock accounting, appropriation accounting, transportation routes and cafeteria accounting. Of particular interest to educators is the possibility of using the computer in the field of educational statistics. ●

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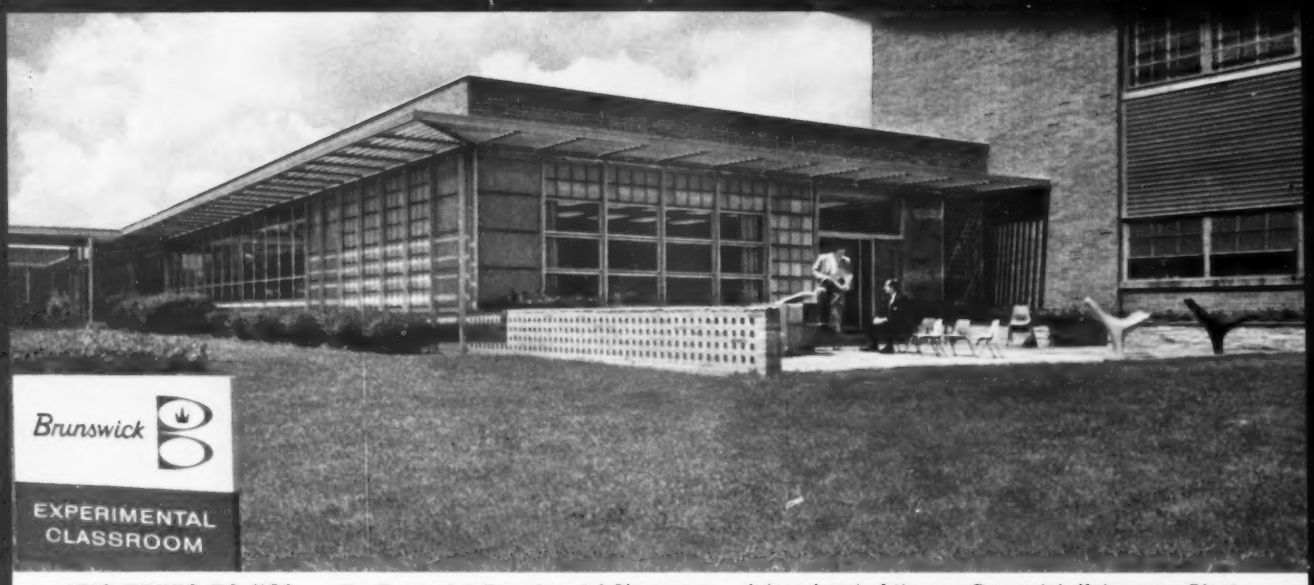

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Planning a new school? Remodeling an older one?

Call On The Man From Brunswick

a good man to have on your Building Team . . .

He's a good man to have around, all right! Especially in those early planning stages when his experience-tested suggestions on room lay-outs, equipment utilization, budgeting can well result in an improved schoolhouse—from both the functional and investment standpoint.

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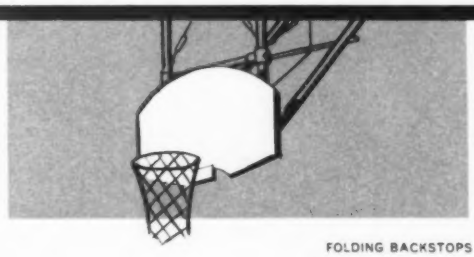

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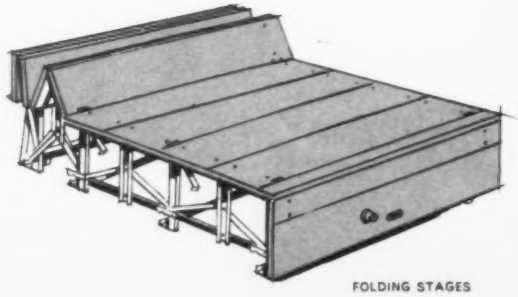

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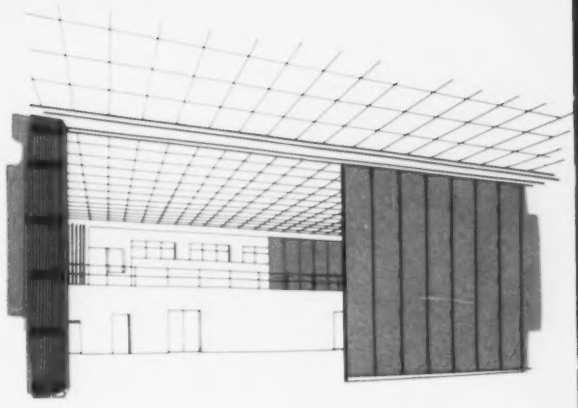

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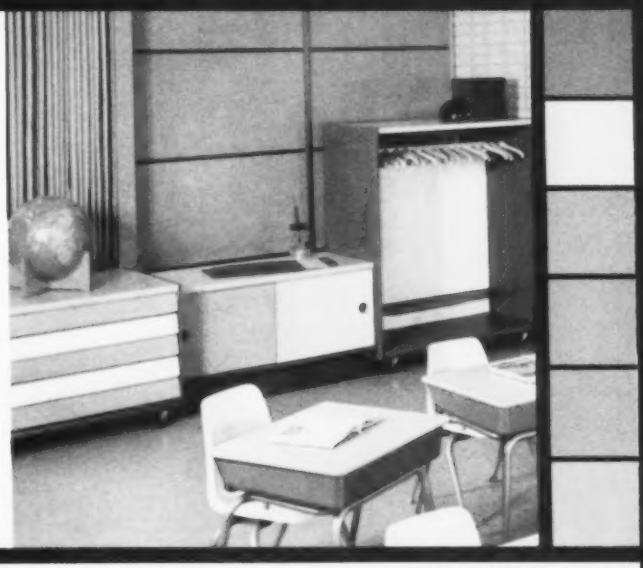

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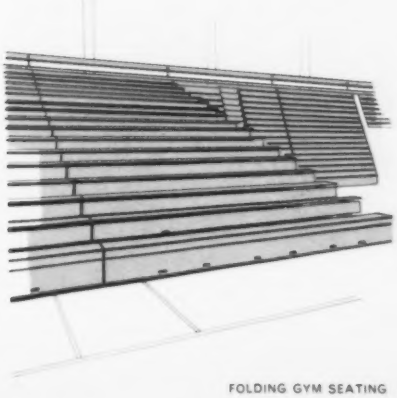

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BB-3-55

NEWS ROUND-UP

MAY 1960 OVERVIEW VOL. 1, NO. 5

Alabama Asks Cut In Teacher Pay

Alabama's teachers have been asked to take a 10 percent salary cut to offset a $13.5 million deficit in the state's $148 million education appropriation. The crisis is partly due to an $8 million loss in sales tax receipts as a result of the steel strike, according to Gov. John Patterson.

The governor recently spoke to the convention of the Alabama Education Association, which has gone on record as favoring a shutdown of state schools rather than see a decrease in teacher salaries. Teachers, state school administrators, and many Alabama citizens are urging that Patterson call a special session of the legislature to seek a solution.

Although this is not the first time the state has hit financial difficulties, teachers have never before been asked to take salary cuts. No one will predict the financial future. However, a teachers' spokesman said: "The governor has proved himself a friend of education in the past. We're just keeping our fingers crossed."

Nothing Was Irrelevant in Washington

Education is a function of all the institutions of society, not just the school alone. This was the euphoric theme of the Golden Anniversary White House Conference on Children and Youth in Washington last month.

The 7,000 participants assembled, as Mrs. Rollin C. Brown, chairman, phrased it, "to study the problems of youth as they are swept into a universe that is unknown and unexplored."

Fabian Bachrach

Carr: "Probably the 1970 theme will be *Children in a Changing Solar System.*"

The uncertain future implied in Mrs. Brown's statement was reflected in many convention addresses and discussions.

President Eisenhower told his opening session audience that "preparation for tomorrow's leadership grows increasingly difficult as rapid and momentous changes alter the look of tomorrow's world."

The changes that had the spotlight were not particularly those taking place in science and technology, though they were mentioned. The changes heard most were those noted by Puerto Rico's Gov. Luis Munoz Marin as the "revolution of rising expectations"—the social changes brought about by the awakening of peoples in underdeveloped areas of the world and the demand of underprivileged people everywhere for greater recognition.

The problem of financial support for schools was conspicuous by its absence on the program.

Former New York City Supt. of Schools William Jansen expressed his regret that among the 18 forums of the Conference there was not one address concerned "getting the money that we need to do the things we shall be talking about."

Many of the problems discussed centered around the atypical student —the drop-out, misfit, or the socially, physically, or mentally handicapped.

Finis Engleman, executive secretary of the American Association of School Administrators, struck at a "few national figures who pose as sages, proposing a common mold as a sound educational pattern, instead of an educational program providing for a diversity of interests and varied

Harvard Investigates Government Influence

A study of the effects of federal funds upon the academic program at Harvard University is being undertaken, according to an announcement by President Nathan M. Pusey.

Federal programs have been exerting an increasing influence on all universities in the years since World War II, he explained. Federal financial support has now become an important element in many scientific research programs of the University, in special training programs, in the provision of fellowships and scholarships, and in the construction of certain physical facilities.

Money received by Harvard from government contracts and grants was almost non-existent in the thirties and represented only 1.5 percent of the budget in 1941. Since that time there has been a gradual upward trend: last year the proportion of the total budget was nearly 20 percent. Pusey points out that at some other American universities the percentage has risen as high as 80 percent.

Pusey said that Harvard is concerned with the effects these new funds have had on the university's traditional educational and research programs.

intellectual powers," among students.

William G. Carr, executive secretary of the National Education Association, compared the Conference unfavorably with its predecessors. He especially criticized its wide scope. "The present Conference is so comprehensive that nothing is irrelevant. Probably the 1970 theme will be 'Children in a Changing Solar System.' "

Artifical Shortage

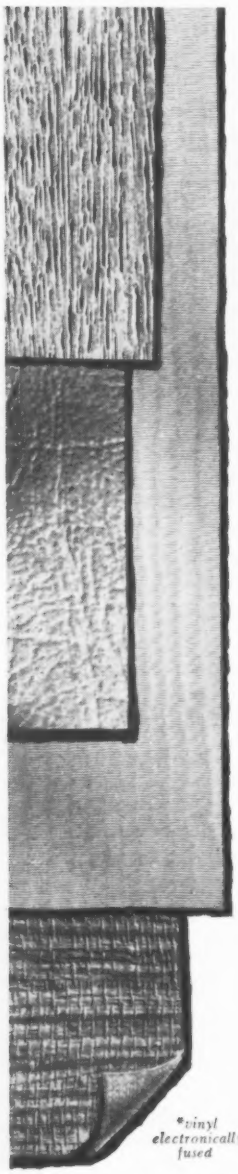
A BETTER use of existing college facilities appears to be one of the answers to solving the problem of overcrowded classrooms.

A study being conducted by Michigan State University and the North Central Association of Colleges and Secondary Schools, with support from the Educational Facilities Laboratories, reveals that classrooms are used less than 50 percent of the typical college day. Monday, Wednesday and Friday are the busiest days of the week in college classrooms, but even on these days they are used about 45 percent of the day.

Based on a 44-hour week, Monday through Friday, the average classroom is in use 40 percent. Laboratories are used 25 percent of the time.

Utilization is lowest on Saturday, when classrooms are occupied 11 percent of the time and laboratories only 2.3 percent.

OV-267



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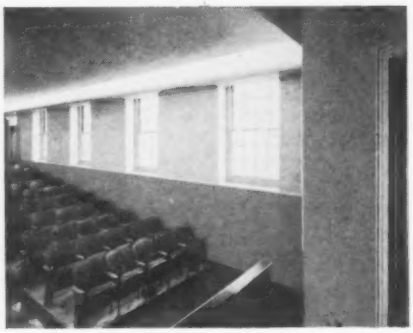

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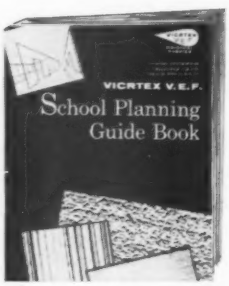

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Sound Investment

The finest investment private business can make in the future of America lies in support of higher education, declared Harry A. Bullis, former chairman of the board of General Mills and chairman of the Council on World Tensions. Bullis spoke at the inauguration of Dr. LeRoy A. Martin as president of the University of Chattanooga.

Citing the growth of corporation support to higher education as the most encouraging single feature of current voluntary assistance to education, Bullis urged private business to step up its aid even more to form "a dynamic partnership" with education which is confronted with spiraling costs of operation.

"We must outdo the Russians in pressing education," said Bullis. "We have the means with a total gross national production per capita more than three times theirs. It will require sacrifice to improve and extend our education, but nothing like the sacrifice their program has demanded from them."

In return for this support, Bullis urged educational institutions to reciprocate by training Americans in humanistic values as well as technological knowledge. Education must prepare men to lead, he explained.

Bullis recommended that colleges and universities consider decreasing their summer holiday period of inactivity to step up the amount of training in existing facilities.

He also recommended that colleges and universities become centers of education for adult groups as well as

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The most versatile, most rugged equipment of its kind, the Newcomb AV-164V-LC8 is a complete combined portable transcription player and public address system. *In addition* eight pairs of pin jacks for headphones are built into the control panel for language study, library use, and group-within-a-group listening. Eight pairs of phones, brightly colored red and black to identify them as public property, are supplied in a compartmented case. Cost of the headphones is so low that replacement is usually less expensive than repair. A jack for microphone permits a student to listen to his own pronunciation. There are separate volume controls for mike and phono. The transcription player features a new four speed, variable speed, American-made motor, heavy turntable, deep-ribbed rubber record mat, new plug-in ceramic pickup cartridge, and hideaway compartment for power cord. The new 12 watt Bi-Coupled® amplifier is carefully matched to a large 12″ dual cone speaker for highly efficient coverage. System is transformer powered for maximum safety, best performance. Ruggedly built for years of service... Newcomb audio equipment is truly an astute investment in lasting quality. Write for free bulletin describing the AV-164V-LC8.

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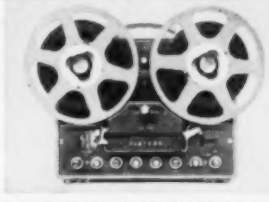
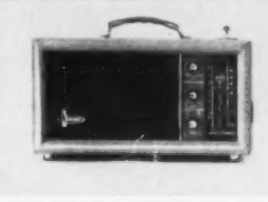


Newcomb Professional Model SM-310 Stereo Tape Recorder is cybernetically engineered for intuitive operation.

Newcomb High Fidelity Classroom Phonographs are efficient audio tools for more effective teaching.



Newcomb High Fidelity Classroom Radios, AM and FM, are built to the same high standards of rugged construction and reliable performance as Newcomb phonographs.

Newcomb Transcription Players are available in 20 models ranging in power from 10 to 56 watts, with 1, 2, or 4 speakers.

Imaginative Engineering Puts to Work on *DAYLIGHT*

Mike Best and Ed Kralovec, mechanical engineers on the Madonna school, shown discussing job details with two of their colleagues.

Kralovec & Best, consulting engineers, went one step further in their heat and ventilation design for the new Madonna High School, Chicago — they applied pneumatic control to skylight louvers.

To meet the lighting requirements of the combination auditorium-gymnasium, architect C. I. Krajewski used a system of sky domes equipped with adjustable light dampers. How to control the dampers quickly and efficiently for change-over from plenty of daylight for gym activities to total blackout for movies, etc., was the problem presented to the consulting engineer.

Kralovec & Best's solution was — twenty-nine 4-inch powerstroke piston damper motors — one for each of

Sky domes, inside and out. Each contains a set of light dampers, all of which operate simultaneously when darkness for movie showings is desired in the combination auditorium-gymnasium.

OV-257

Powers Pneumatic Control

MADONNA HIGH SCHOOL
Chicago, Ill.

Architect: C. I. Krajewski, Chicago
Consulting Engineers:
Kralovec & Best
Chicago
Heating Contractor:
Windsor Heating Co.
Chicago

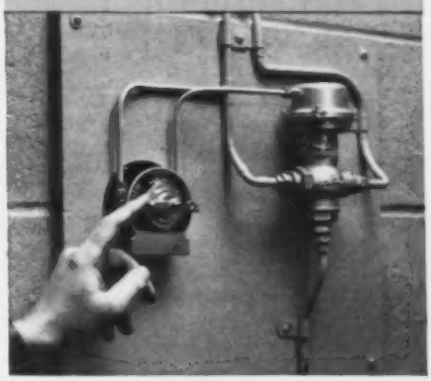
the sky dome louvers on the roof — energized instantly from a single Powers pneumatic selector switch in the projection room. Turning the switch activates air pressure at 15 psi. through a Powers Series 500 Pilot Valve to the motors to close the light louvers. When the switch is turned off, pressure is released . . . and the louvers swing open to admit light.

Pneumatic control of daylight in Madonna school is fast, easy and quiet — a definite convenience for the projectionist or instructors, an operational bargain for the school, maintenance-wise.

The complete heating system, as specified by Kralovec & Best, includes two hot water converters controlled at fixed temperatures. Individual classrooms are heated and ventilated by unit ventilators, controlled on the standard day-night cycle. Corridors, rest rooms, storage and locker rooms employ direct radiation controlled by Powers Day-Night room thermostats. For extra safety and comfort, hot water to all showers is controlled by means of a Powers Hydroguard Thermostatic Shower Control.

Here, then, is how imaginative engineering applied to pneumatic control can have unusual — but practical — results in an efficient, low cost system.

A single pneumatic selector switch in the projection room actuates 29 sets of light louvers through 29 individual powerstroke motors.



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youth, to a much larger degree than they are now doing. He said universities must learn to function far more widely for all the people.

Made in Japan

Children of Japan, a nation which was almost a shambles following World War II, are more physically fit than youth in the United States. So says the American Association for Health, Physical Education, and Recreation in a report issued as part of its campaign "Operation Fitness —USA."

A study of 20,000 Japanese school children revealed that in tests involving arm strength, leg power, endurance, speed, and agility, they excelled Americans by wide margins.

Japanese leaders report that these results have been obtained by requiring physical education instruction at least three times a week for all children at all age levels beginning in first grade. However, they declare that at the present rate of emulating and adopting American ways of living, Japanese children may soon lose this superiority and lapse into a state of unfitness similar to that in America.

Sharper Focus

A contact lens manufacturing school was opened by The Plastic Contact Lens Company in their Chicago laboratories last month. Five schedules of courses, ranging from two to 16 weeks each, are expected to be the most comprehensive instruction ever offered concerning all phases of manufacturing processes. The school is open to both new and experienced laboratory owners.

"While laboratories are springing up to serve the public—through the practitioner—many are not equipped nor sufficiently knowledgeable to deliver quality lenses at the outset," says Edward W. Lenzen, the company's educational director. "To insure high

OV-297

Two-hole kit (shown) $13.90

For binding office records, letters, work sheets, blueprints, scrapbooks, photos and papers of all types. So handy, so easy, so versatile . . . for office or home. Just insert pages and punch, then pick a colorful binding tube from the spin dial base, snap into place. In seconds you have a neat, orderly looking, colorful volume.

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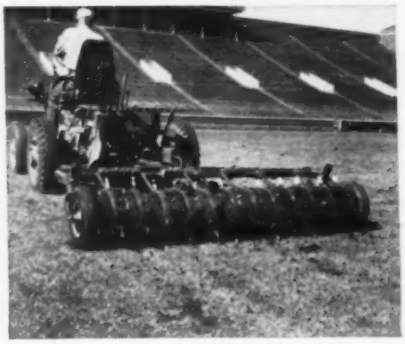

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standards in the industry and to reduce learn-as-you-work laboratory methods, we have established our complete laboratory school of instruction," he explained.

Remote and Controlled

One hundred and forty freshmen at Rhode Island College of Education are taking part in a controlled experiment which uses television for classroom teaching observation. The freshmen have been divided into two groups, one taking the course by direct observation, the other by television. The TV group watches the telecast of a kindergarten class, while instructor Mary T. Thorp, director of laboratory experiences, points out the kindergarten teacher's technique. Later, both classes meet with teachers they have observed to ask questions.

A Lot of Testing

More than 2 million tests were administered to secondary school students with funds made available by the National Defense Education Act during fiscal 1959, according to a summary of state statistical reports just released.

D.C. Nixes TV

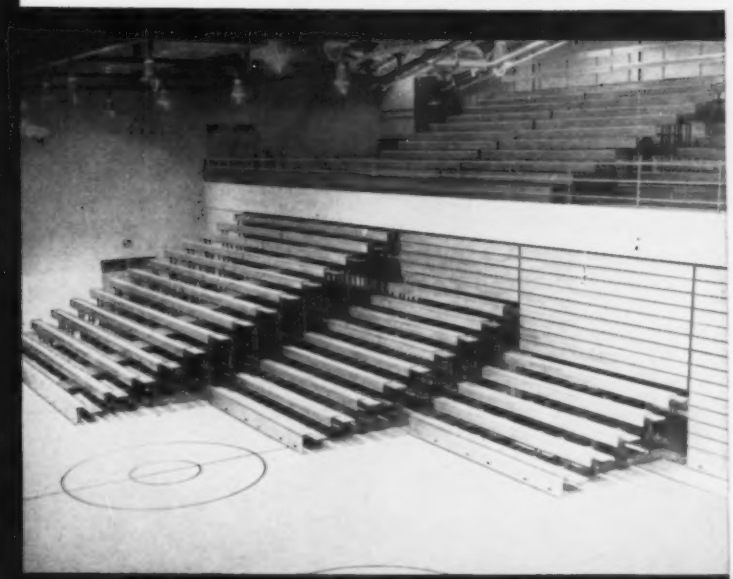
After a lengthy period of experimentation, educational television is being dropped in the nation's capital. The decision to give up the program was based upon the inadequacies of television itself as a tool of teaching, not upon faculty techniques employed in making use of ETV, Washington Supt. Carl F. Hansen explained.

The educational television experiment started a few years ago with great enthusiasm in D. C. schools. Under the direction of their own teachers and staff, programs in music, science, and foreign languages were telecast regularly over a local commercial station. The schools were equipped with the necessary receiving sets in appropriate places. Each school had at least two sets; larger schools, a set on each floor.

The experiment lasted about four

OV-260

get versatile gymnasium seating for your new or present school building



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years, and at first was highly lauded as an effective aid to instruction. Even some adults tuned in on the programs, although they were prepared for students enrolled in classes studying the subjects telecast.

The school administration-sponsored series was dropped, however, because teachers complained that students failed to give active attention to the screen and because there was no time for the "give and take" that characterizes a successful learning situation.

Later the Greater Washington Educational Television Association, after a lengthy process of organization, received enough financial support from local organizations and interested foundations to begin a series of programs on WTTG-TV for the 1958–59 school year. "Time for Science," prepared as an aid to teaching that subject in the fifth and sixth grades, was offered at 11:30 a.m. each school day for classroom use. But Supt. Hansen has now announced that "Time for Science" will not be received in the District Schools after the close of the current year, and that there are no plans to use the proposed foreign language programs of GWETA next year.

Skeptics of teaching by television are hailing the action of the local schools as the first in the country to be taken by a system which has given television a lengthy trial and found it wanting.

District supervisors and teachers based their decision to discontinue classroom television on an indictment of the medium as an aid in instruction and on the lack of integration with courses of study outlined by school curriculum makers. Occasion for the first charge existed in the school-planned and school-supervised telecasts with which the District experiment began. The charge of lack of coordination is more appropriately leveled against the GWETA science programs because they are designed and telecast independently of the school system.

Although District pupils will not be watching the television screen in class next year, the TV sets will still be available. "Any well-equipped school should have them," says Supt. Hansen. The sets will be used for the reception of important events broadcast "live" by local commercial stations.

The GWETA plans to continue its services to area schools next year. "Time for Science" is used in classroom instruction in 18 school systems of Maryland and Virginia adjacent to the District, where approximately 46,000 students watch the telecasts. Representatives of these systems agreed that they would continue to use the "Time for Science" series, and other programs provided in 1960–61 by the Association.

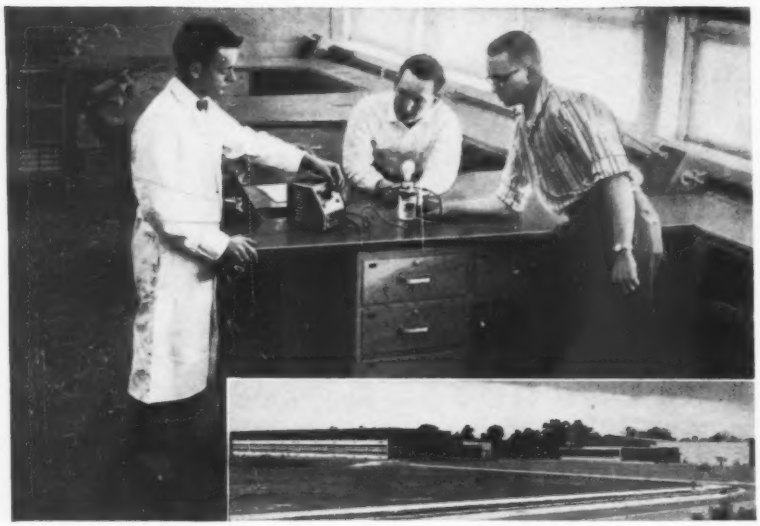
For People Only

A "space laboratory" has been established at the University of California, Berkeley campus, under the direction of Dr. Samuel Silver, electronics research specialist.

Included in the course of study in the new department are origin of cosmic rays, effect of radiation belts in space about the earth and in the vicinities of other planets, the proba-

OV-261

BEST POWER SUPPLY for your present science facilities



TEACHING WITH Lab-Volt — William W. Bohn, science department head, inspecting student experiment on conductivity of fluids at Edison Township High School, Menlo Park, N. J.

"Variable electrical power for science experiments was not provided in our new high school," reports Bill Bohn, head of the science department at Edison High.

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bilities of plant and animal life on other planets, and the earth's electromagnetic field.

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The Enormous Room

The typical one-room school is 43 years old, located in open country, has no inside toilet, and is heated by a stove. Yet, the "little red schoolhouse" is far from disappearing from the American scene, according to the National Education Association.

More than 400,000 children still attend classes in one-room schools, says the NEA, and during 1959 there were 23,695 of them in use. The figure represents 20 percent of all public schools.

Over a third of the teachers in one-room schools told the NEA they believed consolidation with other schools would be impossible or undesirable.

Hic, Haec, Hoc— Who's for Latin?

The continuing debate over the value of teaching Latin in secondary schools has been renewed with two recent contradictory events.

In England, Oxford University voted decisively in favor of dropping Latin as an entrance requirement. Cambridge University is expected to follow the example.

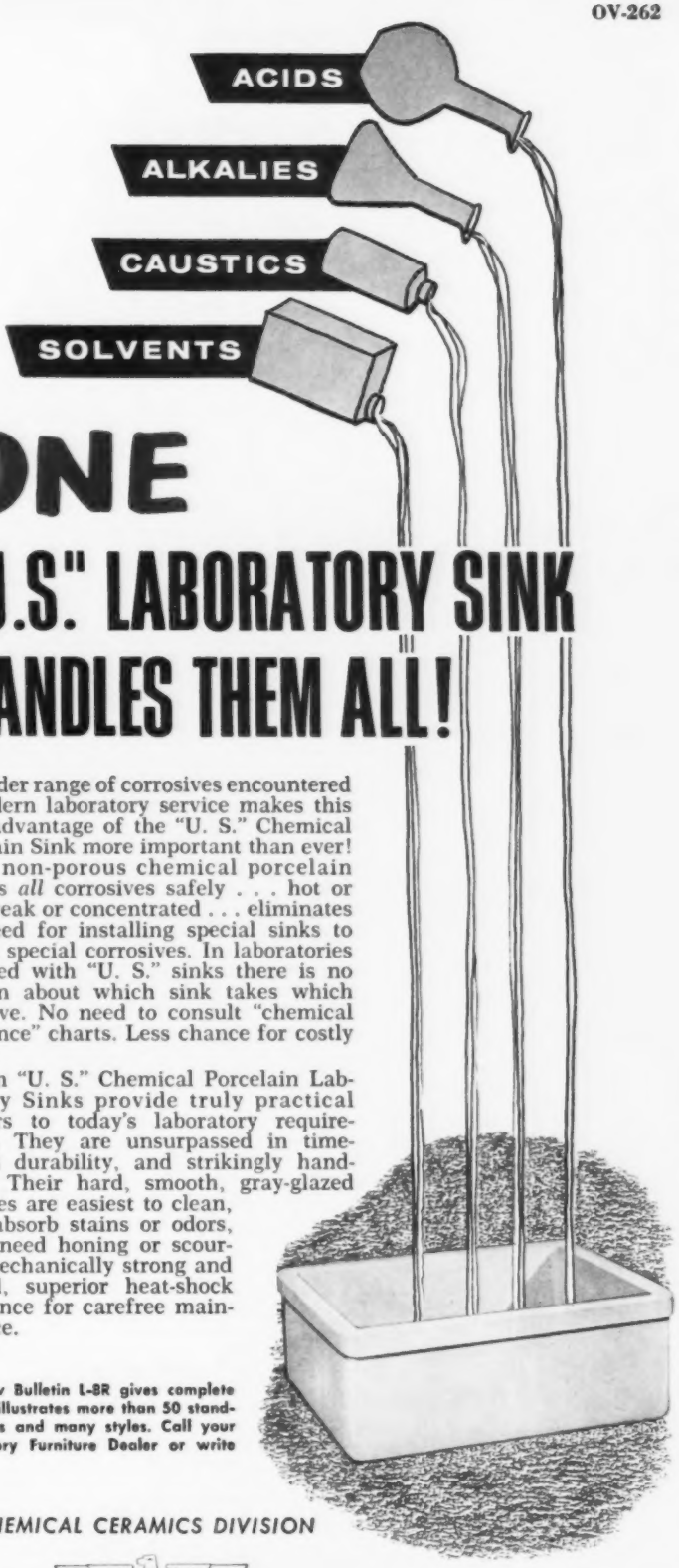
The change is bound to affect secondary school students throughout Britain because for decades secondary education in England has been geared to Oxford and Cambridge entrance requirements.

Advocates of the change are in favor of placing the new emphasis on modern languages, particularly Russian.

However, from the University of Michigan comes a sharp challenge. "Two years of Latin isn't enough," declares Gerald F. Else, chairman of the University's department of classical studies. Else claims that Latin is important and growing in popularity "because of its solid values as a preparation for other languages."

Many high schools have strength-

OV-262



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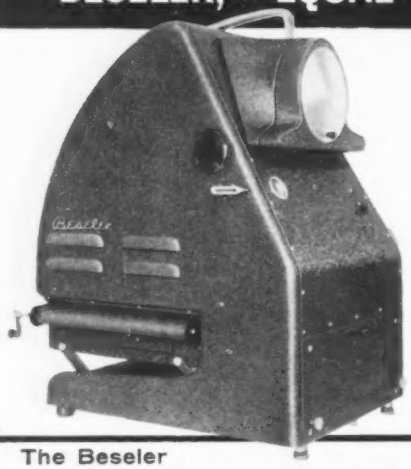

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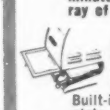

2. PROJECTS ALL SUBJECTS. Feed-O-Matic* conveyor belt, crank-feeds continuous copy. Built-in drawer accepts glass plate for projection of books and glossy photographs. Large rear door for oversize specimens and easy access to projection lamp. Heat reflecting filter available for projection of temperature-sensitive materials.

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ened their 4-year programs, particularly the last two years, Else points out, while those with 2-year programs have considered ways of reviving advanced Latin.

All this has led to a "drastic shortage" of Latin teachers, Else said. "Very few Latin teachers have been trained in the last 20 years to meet the growing demand," he said, although since 1954 the number of Latin students at the University has increased 187 percent.

Mature Approach

On-campus apartment housing with individual units for undergraduates, graduates, and faculty has been recommended in a "mature and novel approach" to the problem of providing adequate housing at Cornell University.

A report on housing needs at Cornell submitted to President Deane W. Malott by the faculty committee on student affairs proposed that the main type of new housing construction at the school be apartment units available to "a very diverse cross-section of the University community."

All available evidence indicates that students find apartment living more attractive than dormitory living, the committee said, adding it believes that apartment living ideally can make a greater contribution to the academic life of the University than dormitory living.

The committee was firm in this latter belief. The cost of student housing is great, the report said, and can be fully justified only if it makes a maximum contribution to the central goal at Cornell—to be a place of learning. "Economy which would reduce student housing to mere shelter is false economy; to be economical, housing must be functional and its function is primarily to encourage study."

The committee also recommended that in planning new University housing, more consideration be given to such academic needs as facilities for quiet and intense study, browsing libraries which encourage reading for pleasure, facilities for casual, intelligent conversation, and the opportunity to enrich undergraduate life through everyday social association with graduate students and members of the faculty.

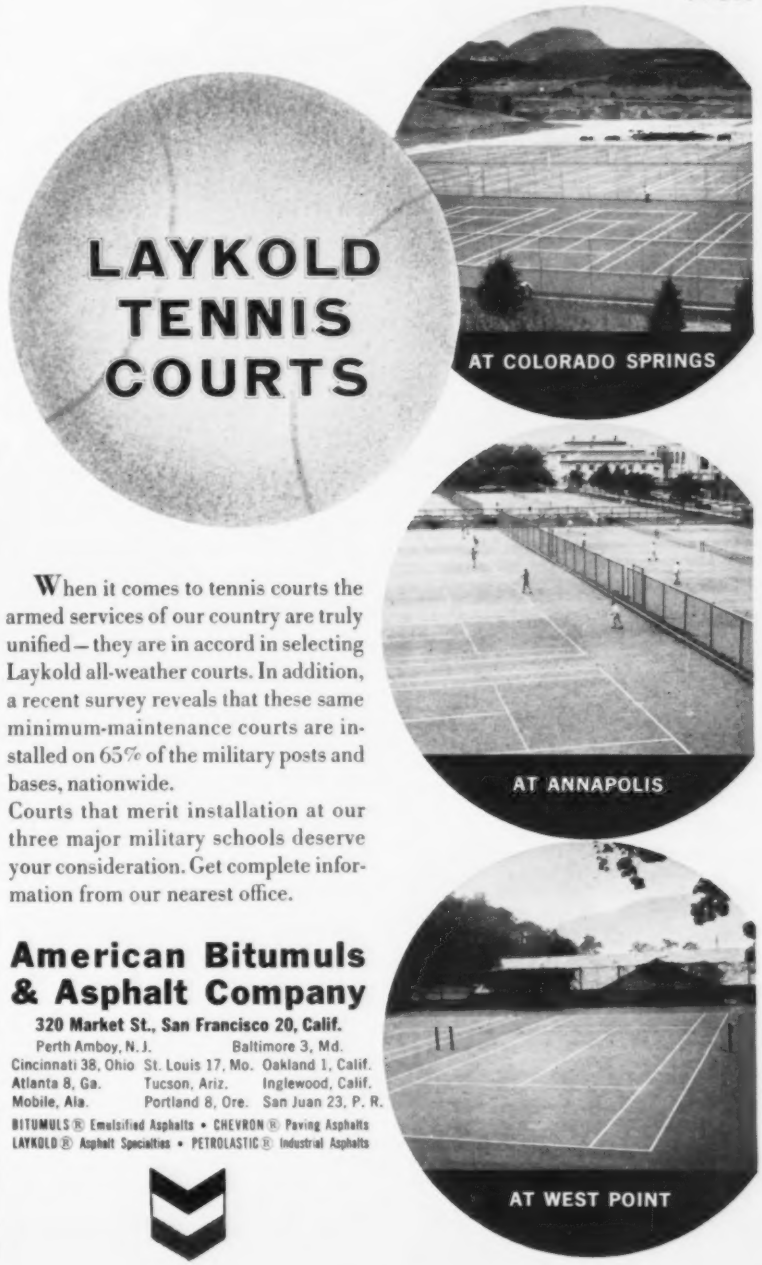
Special Scholars

Some 150 freshmen will form the core for a unique four-year centennial scholar program to begin at the University of Denver in September.

The class—selected from high school seniors throughout the nation who have shown exceptional capacity for academic work—will follow a program considerably different from the regular freshman class, although both groups will graduate in 1964—the 100th birthday of the University.

Each of the special students will receive a $2,800 full tuition grant. According to University officials,

OV-266



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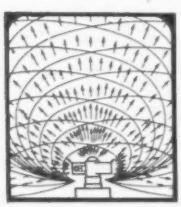

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News Round-up (continued)

students will begin class work at a "high level." Courses which are common to all students are being specially redesigned for the scholars, so that they can move through them more rapidly.

A series of special seminars and symposia covering broad areas of general studies is being organized to supplement class work. The guiding principle of the program will be to integrate the special interests of each scholar with general problems of human concern. Opportunities for independent study will be available to the students, with the senior year set up on a self-direction principle similar to a graduate program.

On Display

A model of the new Linton High School in Schenectady, N. Y., which received a top award last year in *The School Executive*'s better school design competition, is being displayed at an American education exhibit at the University of Moscow.

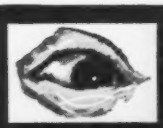
The United States Information Agency requested that Perkins & Will, architects, display the model. The firm designed the school in association with the Schenectady architectural firm of Ryder and Link.

Two-Way ETV

One of the major criticisms of educational television—that it provides only one-way communication—may be answered in an experimental project underway in Galveston, Texas. Local schools have started to use a new two-way, audio-visual, closed-circuit instrument called "Phonoscope." The device combines a 21-inch television receiver and a small camera in one unit. It is portable and described as easy to use.

Eight elementary schools in the Galveston area have been wired with coaxial cable. Each classroom is provided with connection boxes so that two-way audio-video communication

OV-269



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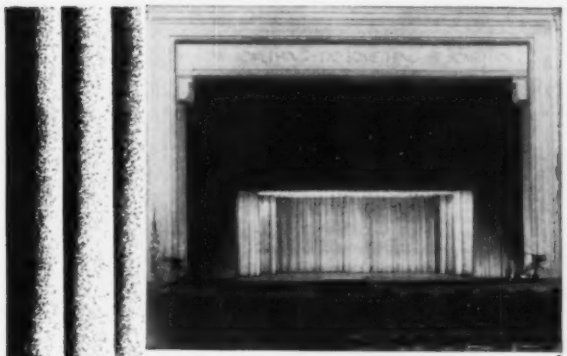

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ULTRA-SANITARY, AND ECONOMICAL WASHING FACILITIES

With foot control, hands are thoroughly washed and thoroughly rinsed without faucet contacts. Conveniently placed Washfountains encourage cleanliness. They are economical, because *one set* of piping connections suffices for each 4 to 6 person (36-in.) Washfountain.

In schools, colleges, institutions throughout the land—thousands of hands are washed daily in this sanitary manner. Besides the 36-in. models there are the larger 54-in. sizes both full circular and semi-circular (wall mounted). And the smaller Type Duo used in First-Aid Rooms, Faculty Rest Rooms, near entrance from playgrounds, in cafeterias, etc.

For the complete story and specifications write today for new Catalog 6004. No obligation. BRADLEY WASHFOUNTAIN CO. 2233 W. Michigan Street, Milwaukee 1, Wisconsin.

Bradley

BRADLEY washfountains

Write for new Cat. 6004

News Round-up (continued)

is possible from any classroom in the eight buildings. Each school is connected by cable to a central switchboard in the administration building where a small studio is provided. The switchboard serves as the nerve center for the entire operation and facilitates conferences between individuals and classrooms at any one of the schools.

Quote / Unquote

"We must continue to insist on quantity as well as quality. For while we are making every effort to educate the gifted to become leaders, we must not forget that the strength of our republic lies in the wisdom of the great masses of people who must have the ability and courage to choose the right leaders to support the right causes."—*Dean Shaffner, Polytechnic Institute of Brooklyn.*

* * *

"If you work with your hands and your head, you're an artisan. If you work with your hands and head and heart, you're an artist. If you work with your hands and head and heart and feet, you're a salesman. But if you work with your hands and head and heart and feet and voice and education, intuition and imagination, and if you're a public relations expert and know how to deal with all things, you're a teacher!"—*Retired Judge Harold C. Kessinger of Ridgewood, N. J.*

* * *

Only 13 percent of the nation's high school girls want to go to college primarily for intellectual advancement, says a University of Michigan researcher.

* * *

"As we weigh our pennies for education on the scale of American values—and dole out less than six cents per dollar of national income—let us be mindful that the fate of our democracy may hang in the balance."—*William Papier, research director of Ohio's Bureau of Unemployment Compensation.*

OV-274

- SEATS
- BACKS
- TOPS
- TABLET ARMS

for worn or damaged

School, Church or Auditorium Seating!

ANY SIZE • ANY STYLE
ANY SHAPE

New! ... and reasonable, too!

Write for Complete Details and Our Specifications!

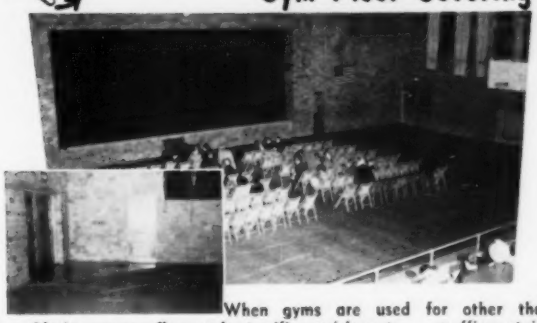
WARVEL PRODUCTS CORP.
GILLETT, WISCONSIN

Specialists in Northern Hardwood Plywood

OV-275

STOP DAMAGING GYM FLOORS!

Protect with ABC Gym Floor Covering



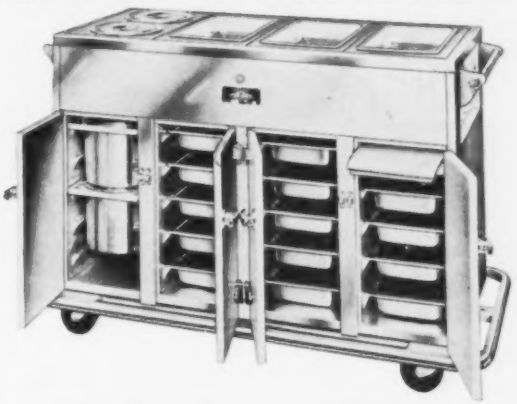
When gyms are used for other than athletic purposes floors take terrific punishment . . . scuffing, staining, gouging from feet and chairs. ABC Gym Floor Cover prevents this costly destruction . . . pays for itself many times over, by preserving flooring. Made of sturdy cotton duck . . . flame-resisting, moisture repellent, mildew-resisting. Easy to handle and store. Neutral color harmonizes with all interiors. Can be supplied with Traffic Safety Training layout. Send for literature. Also ask about Patrol-Lites for school crossing safety.

AMERICAN BRATTICE CLOTH CORP.

338 Argonne Rd., Warsaw, Indiana

OV-276

YOU CAN FEED UP TO 600 CHILDREN HOT and COLD FOODS QUICKLY and ECONOMICALLY



...with the New ATLAS HCP Portable Electric Hot and Cold Food Cart!

You can transport and serve bulk hot and cold foods which will retain their original appetizing qualities, appealing freshness, and nourishment over extended periods of time in the new ATLAS HCP Food Cart.

ATLAS Model HCP-2000 Food Carts now in daily use are feeding up to 600 children. ATLAS Model HCP-165 is feeding up to 400 children.

The ATLAS HCP Food Cart functions with maximum efficiency and ease as a transporter of bulk hot and cold foods, and as a serving top and reserve food supply in one unit in the serving area.

New, improved features include:

- *Special "cold conditioned" compartment keeps cold foods COLD*
- *Salads and desserts keep perfectly for hours at proper temperatures*
- *Additional heat in top and lower heated compartments insures that hot foods are kept HOT*
- *New thermostatic control* automatically *controls temperatures*
- *The entire Food Cart is easy to clean and keep clean*
- *New heavy duty casters mean easy maneuverability and long life*
- *New refrigerator-type door latches provide positive door seal and holding action*
- *New stainless steel sheathed, tubular heaters insure trouble-free operation.*

Please write for brochure containing complete information.

ATLAS DIVISION
NATIONAL CORNICE WORKS
1323 Channing Street
Los Angeles 21, California
Established 1911

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The universal cleaner that actually lets *one* man do the work of *two!* Chemsearch concentrate cleans floors quicker, better . . . with no time-consuming scrubbing or rinsing. Penetrates deep into pores . . . floats dirt to the surface for easy removal. Safe for all washable surfaces.

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Product & Service Index–May, 1960

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (OV number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

OV

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201 Mississippi Diffused Glass

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203 Medart Telescopic Gym Seats

204 Sylvania School Lighting Fixtures

205 Spitz Planetarium

206 St. Charles Custom School Storage Furniture

207 J. E. Burke Playground Equipment

208 Dodge School Bus

209 Haws Freeze-Proof Outdoor Fountains

210 Sanymetal Toilet Compartments

211 Rauland School Intercommunication System

212 National Locker Locks

213 White Utility Truck

214 Singer Teaching Aids

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217 Viewlex Audio Visual Teaching Award

218 Bassick Glides for Metal Chairs

219 Geerpres Mopping Outfits

220 du Pont Anti-Slip Ingredient for Floor Wax

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222 Werner Aldek Aluminum Scaffolding

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231 Graflex A-V Equipment

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234 Game-Time New Ideas in Swings

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236 Magnetic Recording Industries Equipment for Language Laboratories

237 Up-Right Aluminum Tallescope for Overhead Maintenance

238 IBM Electric Typewriter

239 Royal Electric Typewriter

240 Honor School Furniture

241 Pratt and Lambert Lyt-all Stippling Eggshell

242 Aeroshade Loomwood Woven Wood Shades

OV

243 Acme Visible School Record Systems

244 Radio Corporation of America Language Laboratory Equipment

245 Beckley-Cardy Sterling Desks

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247 Huntington Slip-Resistant Bristolite Wax

248 American City Bureau Fund Raising

249 Hunter Douglas Flexalum Audio-Visual Blinds

250 Clarin Tablet Arm Chairs

251 West Washroom Cleaning Program

252 Ajustrite Chairs & Stools

253 Verd-A-Ray Fluorescent Lamps

254 Michaels Exhibit Cases

255 Brunswick-Balke-Collender School Furniture

256 Newcomb Language Study Transcription Player—P. A. System

257 Powers Pneumatic Control of Daylight

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258 American Playground and Swimming Pool Equipment

259 Ryan Renovaire for Restoring Turf

260 Safway Telescoping Gym Seats

261 Buck Portable Power Supply for Science Experiments

262 U. S. Stoneware Laboratory Sink

263 Charles Beseler Vu-Lyte II Opaque Projector

264 Spacek Astronomical Telescopes

265 Lawson All-Service Containers

266 American Bitumuls & Asphalt Laykold Tennis Courts

267 L. E. Carpenter Vicrtex V.E.F. Vinyl Wallcoverings

268 Vacuum Can DeLuxe Stainless Steel Sterilizer

269 West Dry Fog Insect Control Program

270 Gougler Master Key Combination Locks

271 Pittsburgh Staging

272 Tucker Window Washer

273 Bradley Washfountains

274 Warvel Replacement Seats, Backs, Tops, etc. for School Seating

275 American Brattice Cloth Gym Floor Covering

276 National Cornice Atlas HCP Portable Electric Food Cart

277 National Chemsearch Concentrate Cleaner for Floors

OV

278 Advance Pixmobile Projection Table and Optivox Portable Easel

279 National Systems Packaged Exhaust Removal Kit for School Shops

280 Nor-Lake Fine-Line Refrigerators

281 Monroe Fold-King Table Line

282 Clean-Cut Mowers

283 National Super Service Floor Machines

284 Sani-Mist Protection Against Athlete's Foot

285 Caddy Corporation Dish Caddy

286 Mitchell Multi-Purpose Equipment

287 Stacor Multi-Student Drawing Units

288 Natural Slate Chalkboards

289 Freedman Artcraft IMC School Equipment

290 Gravely Tractors for Grounds Maintenance

291 American Combination Lock

292 New Method Bound-to-Stay-Bound Prebound Books

293 Bally Walk-in Aluminum or Steel Coolers, Freezers, etc.

294 Advance Hydro-Vac Vacuum

295 Claridge Chalkboard & Cork Bulletins

296 Cousino Voice-Flector for the Language Laboratory

OV

297 Tauber Fast-Action Binding Kit

298 Metalab Laboratory Equipment

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303 Western Design Teaching Machine

304 Metal Works Pre-Assembled Lab Booth

305 Charles Beseler Vu-Graph

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309 Silite Stacking Glass Tray

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311 Haws Drinking Fountain

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316 Indiana University A-V Center Life Science Film

317 Captioned Films for the Deaf from U. S. Office of Education

318 Indiana University A-V Center Primary Film

319 Buffalo Caster & Wheel Corporation Chair Storage

320 Wooster Products Stair Maintenance

321 Superior Coach School Buses

PRODUCT LITERATURE

401 Edwin L. Wiegand Bulletin on Heating

402 Nissen Trampoline Brochure on Physical Education

403 Monroe Company Roof Maintenance Guide

404 DuKane Sound Systems Folder

405 Jam Handy Organization Supplement of Filmstrips

OVERVIEW May, 1960
470 Park Ave. South, New York 16, N. Y.

☐ Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220
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Also send literature on _____

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INSTITUTION

ADDRESS CITY ZONE STATE

THIS MONTH'S PRODUCT PREVIEW

Selected by OVERVIEW editorial staff. For further information of any item mentioned, circle OV number on business reply card.

CHAIR-DESK OV-301

A new study top chair-desk has a wide stance, tapered leg and new domed glide. The new stance does

not exceed the prescribed limits for good classroom arrangement and does not interfere in any way with students getting in and out of the desk, according to its manufacturer. The cross-design tubular steel understructure is welded at five points. An underseat book rack and/or side book rack is available as optional equipment. A sister model is offered with a "Palette" tablet arm instead of the study top. General School Equipment Company, Minn.

WALL COVERING OV-302

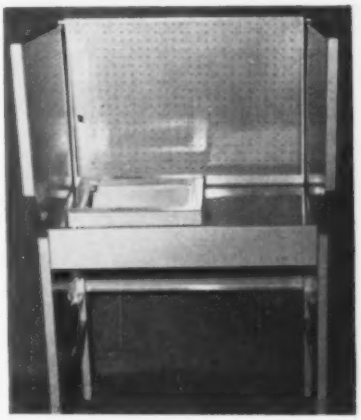
Designed primarily for tackboard installation in school classrooms, Cork-Tex features a ¼-inch thick cork sheet permanently bonded to 18-gauge vinyl. Result is a covering that can take jabs from thumbtacks, picture hooks, and other sharp instruments, with no trace of the puncture after the instrument has been removed. The material is marketed in standard rolls of 4 × 72 feet, and in pre-framed boards up to 12 feet. Available colors are gold, grey, green, tan, brown, sage, coral, and blue. Product of: Bond Crown & Cork Division, Continental Can Company, Inc., Ill.

TEACHING MACHINE OV-303

Teaching machines produced by five separate manufacturing firms were exhibited at this year's Fifteenth National Conference on Higher Education. "Tutor" model (shown) is a flexible program teaching machine using multiple choice responses, and

providing separate correctional material for each wrong answer choice. Recording of student's responses and working time is provided. Both still and motion picture material are presented on 35 mm film. Western Design Div., U. S. Industries, Inc., Cal.

PRE-ASSEMBLED LAB BOOTH OV-304



Pre-assembled lab booth is interesting variation on the currently popular language lab equipment. Booth converts to a canted-top desk, when front acoustical panel is lowered. Recessed well allows for installation of tape-deck, earphones, and other equipment for language instruction. Well is exposed, when front panel is raised and locked vertically to transform desk into a sound-conditioned private booth. Side panels remain fixed to minimize student distraction. Steel desk-booth may be secured to floor. Metal Works Inc., Mo.

VU-GRAPH OV-305

Unusual teaching aid is this piece

OV-278

THE PIXMOBILE PROJECTION TABLE

KEEPS YOUR EQUIPMENT READY FOR USE

Save time . . . save storage space. Prepare your visual presentation in advance on the portable **Pixmobile**, roll it in, show it, store your equipment on it. Sponge rubber top, large enough for both movie and slide projector. Has 4" wheels, equipped with brakes that hold on incline. Vibrationless. Several models and heights. ***42" table only $32.95.***

OPTIVOX PORTABLE EASEL

FOR BETTER CHART TALKS

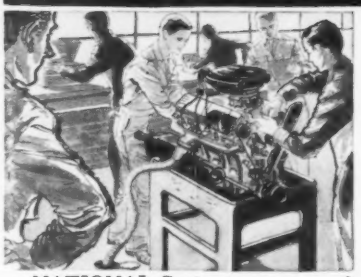
Make a better showing with the versatile **OPTIVOX**, suitable for either floor or table. Steel working board, finished in "rite-on" green, is adaptable for chalk, charts, or magnets. Aluminum legs fold into compact unit. ***Only $44.95*** Carrying case, lamps optional.

Write for Literature and Name of Dealer.
Some Dealer Territories Open. Write . . .

THE ADVANCE FURNACE CO.
2310 EAST DOUGLAS WICHITA, KANSAS

OV-279

KEEP SICKENING EXHAUST GASES OUT OF YOUR SCHOOL SHOP



with a LOW COST "PACKAGED" EXHAUST REMOVAL KIT

- **Easily installed**
- **No rearrangement**
- **No heat loss**

NATIONAL Systems remove poisonous carbon monoxide gas right at the source . . . the exhaust pipe . . . and carry it to the outside without heat loss in your shop. No rearrangement of your present shop layout necessary. Choice of 6 overhead or underfloor systems, which can be engineered to each individual application using standard "packaged" kits, including motor, blower, ducting, flexible tubing, etc., ready to install.

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NATIONAL SYSTEM
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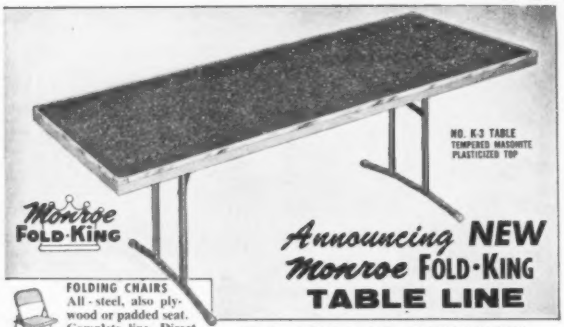
OV-281



Monroe FOLD-KING

Announcing **NEW** *Monroe* **FOLD-KING TABLE LINE**

FOLDING CHAIRS All-steel, also plywood or padded seat. Complete line. Direct prices, discounts. See Catalog.

TABLE and CHAIR TRUCKS the leader, 7 models, sizes — for transporting, storing. Smooth rolling, easy loading. See Catalog.

FREE—NEW 1960 CATALOG AND DIRECT-TO-INSTITUTIONS PRICES

Kitchen committees, social groups, attention! Direct-from-factory prices—discounts up to 40%—terms. Churches, Schools, Clubs, Lodges and all organizations. Our new MONROE 1960 FOLD-KING FOLDING BANQUET TABLES are unmatched for quality, durability, convenience and handsome appearance.

NEW—Completely automatic lock on pedestals and legs. "Snaps" them rigidly in place, or folded flat. New pedestal and frame construction.

Mail coupon, write, wire or phone for our beautiful new catalog with color pictures of Folding Tables, Folding Chairs, Table and Chair Trucks, Portable Partitions, Bulletin Boards, Folding Risers and Platforms.

MAIL THIS SPECIAL COUPON TODAY!

Please send the new 1960 Monroe FOLD-KING Catalog—prices, discounts, terms.

Name of church, organization_____

Mail to_____ Title_____

Address_____

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We are interested in (Tables, Chairs, etc.)_____

THE MONROE COMPANY 66 Church St. **COLFAX, IOWA**

OV-282

CUT CLEAN WITH CLEAN-CUT!

Clean-Cut 72 Mows at 8 MPH

Cut Grounds Mowing Time in Half!

Get a clean, even mowing job from Clean-Cut's "floating" mower units. Mowers are so maneuverable you make 90 or 180-degree turns at top speed — within the length of the Tractor.

Three riding mowers available — the Clean-Cut 72, 36 and 24 — A Clean-Cut Mower to fit *your* needs!

Clean-Cut 24 or 36

Free Literature — Demonstration!

Write today for colorful FREE "Mowing Magic" folder giving full details about Clean-Cut Mowers. Ask about a FREE Demonstration.

CLEAN-CUT MOWERS INC.
P.O. BOX 708 DUNBAR, W. VA.

of equipment which enables teacher to write or sketch as she faces the class. Illustrations are then projected on blank wall. Teacher writes on a sheet of paper, and when she is finished with one page she starts on a fresh sheet, eliminating time and distraction of erasing a blackboard. Another advantage is that used sheets may be kept for subsequent classes. Charles Beseler Co., N. J.

DIVIDER WALLS OV-306

More efficient use of larger school spaces is visualized with the use of new interior, self-supporting divider walls. Available in 36-inch-wide panels, up to 12 feet high, walls cost upwards of $8 per square foot depending upon choice of a number of different facings. Installation costs, however, are completely eliminated, because telescoping device, activated by simple compressed air supply, locks the panel rigidly against the ceiling without the necessity of ceiling or floor tracks. Unique system

makes it easy to rearrange walls rapidly. Airwall Inc., Cal.

AIR-CONDITIONING FILM OV-307

Non-commercial, sound filmstrip *Building Weather,* which runs approximately 16 minutes, covers the development of normal inside design conditions along with a review of many of the problems involved in insulating air-conditioning systems. Armstrong Cork Co., Pa.

ACOUSTICAL CEILING PANELS OV-308

Latest entry in the sound-absorbent ceiling material field is the Minaboard line of 24 × 48 inches, mineral fiber units. According to the manufacturer, material eliminates "breathing," and so dust and dirt cannot readily build up on its surface. Units are finished with a washable white paint, and may be cleaned with a vacuum cleaner or damp cloth. When necessary, the material can also be repainted without sacrificing acoustical efficiency. Armstrong Cork Co., Pa.

STACKING GLASS TRAY OV-309

Boon to school cafeterias may be noted in this high-impact plastic tray which holds 20 glasses. Tray permits stacking of glasses safely on top of another for storage in small space. Ridge and groove construction allows air to circulate between glasses so they may be air dried while stored. Trays, which may be washed in com-

OV-280

NOR-LAKE...

"FINE-LINE" in every way!

R-15 REFRIGERATOR — Eight adjustable plated wire shelves, ten big storage areas in 15 cu. ft. Aluminum interior, heavy cold rolled steel with baked enamel exterior. Double two-keyed locking doors. Door heater strips seal for total cold. Fully automatic condensate removal. Fine-Line styled, also available with drawers and Blood Bank Alarm system for biological uses.

R-45G REFRIGERATOR—Big 45 cu. ft. capacity in Fine-Line heavy steel cabinet. Sliding doors are three ply glass. Fiberglas insulation, multiple frame and double door heater strips seal in cold. Polished aluminum frame, baked enamel exterior. Companion 45 XHG Freezer with R45G features available. Also solid-door Refrigerator, Freezer and Refrigerator-Freezer combination with same capacities are available.

NOR-LAKE'S FINE-LINE IS A FULL LINE!

R-5 Reach-in Refrigerator | LSCP-4 LoBoy Beverage Cooler | DM 40 Dairy Mix Cabinet | DL 200 Biological Refrigerator | SB-24 Ice Storage Bin

ALL MODELS AVAILABLE IMMEDIATELY, IN STAINLESS STEEL IF DESIRED.

NOR-LAKE, *Inc.*
Second and Elm,
Hudson, Wis., Dept. 306

For FREE illustrated information on Nor-Lake's full Fine-Line, write today.

Please rush FREE illustrated information on ☐ Freezers ☐ Refrigerators ☐ Walk-in Coolers

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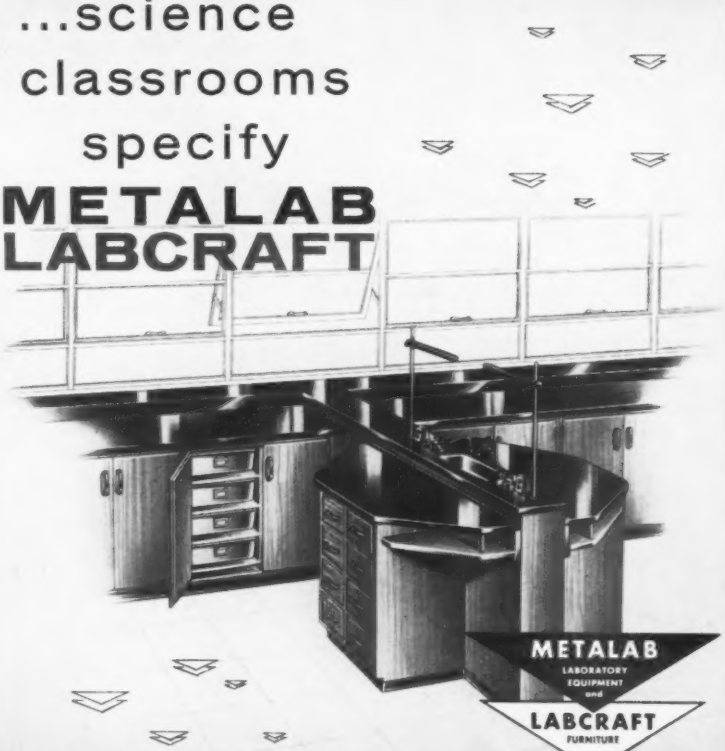
3 MAJOR REASONS WHY

1 **Engineering Excellence** is the heart of Metalab leadership in laboratory equipment and furniture. This is because years-ahead thinking, planning and performing at Metalab is based on widest experience, backed by facilities that are unsurpassed in the field.

2 **Engineering Services** are part and parcel of Metalab-Labcraft philosophy of doing business. Metalab designed, engineered and installed science classrooms save time, space and provide maximum efficiency for both instructor and students.

3 **Technical Advances** in construction, materials and production techniques assure Metalab-Labcraft equipped laboratories unexcelled benefits in function and durability, as well as initial and long-range economy. *The "Centerscope" laboratory teaching units (illustrated) represent one of the most important advances in design and utility of educational science equipment on the market today.*

...science classrooms specify **METALAB LABCRAFT**

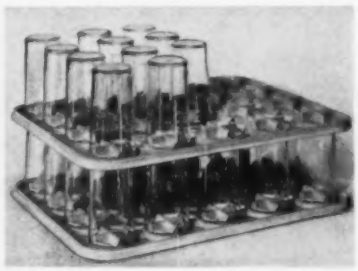


WRITE FOR THE LATEST METALAB CATALOG COVERING EQUIPMENT AND FURNITURE FOR THE EDUCATIONAL SCIENCE LABORATORY.

METALAB *Equipment Company*

242 Duffy Avenue, Hicksville, L.I., New York

Products (continued)



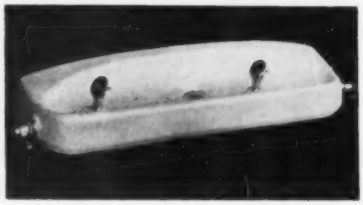
mercial dishwashers, are resistant to mild acids, alkalis, and staining. Silite, Inc., Ill.

BOOKCASES OV-310

New bookcases for school libraries and classrooms are manufactured in two sizes. A desk-high model has two shelves and measures 37⅜ inches wide, $12\frac{5}{16}$ inches deep and 29 inches high. The seven shelf library model measures 37⅜ inches wide, $12\frac{5}{16}$ inches deep and 86 inches high. Book stops, seven inches high, can be used with both models. They hook over the front of shelves and snap firmly in place. These cases can be used individually or fastened together in continuous rows. Lyon Metal Products, Inc., Ill.

DRINKING FOUNTAIN OV-311

Fiberglas drinking fountain for schools features two chrome-plated brass angle steam fountain heads. The new model is available in a selection of permanently bonded decorator colors. The vacuum molded



lightweight receptor measures 39½ inches in length. The entire unit shipping weight is 27 pounds. Haws Drinking Faucet Co., Cal.

INDIA FILMSTRIP OV-312

A timely new series of filmstrips is available for elementary and junior high schools on India and the new

neighbor-nation, Ceylon. The titles are: *Farming in India, Village Life in India, Life in Northern India, Life in Southern India, Cities and Industries of India* and, the sixth complete filmstrip, *Ceylon*. The complete series featuring color photographs and detail maps, is offered for $31.50. Individual filmstrips are $5.75. Jam Handy Organization, Mich.

ROLLING GRILLES **OV-313**

With steel or aluminum rolling grilles school corridors may be effectively protected against unauthor-

ized entry while retaining high visibility and free ventilation. Units are available in widths up to 20 feet, and are offered for either push-up, chain, crank, or motor operation. Custom installations are further protected by microfilming, in duplicate for permanent filing, of specifications on every part of every door. The Cookson Co., Cal.

CAFETERIA COUNTER **OV-314**

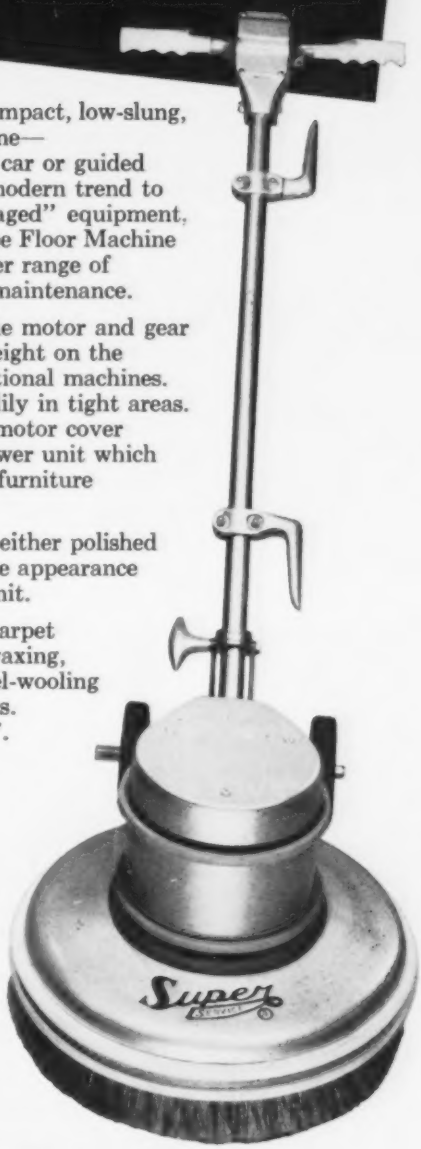
Stainless steel counter equipment is designed especially for food service operators in schools and others who must work with a limited budget, manufacturer claims, "because it is priced considerably lower than other counters now on the market." A choice of hot food, solid top, cold pan, urn stand, skeleton, and tray stand units is available in standard sizes. Duke Manufacturing Co., Mo.

FLOOR VACUUMING **OV-315**

Gymnasium, locker room, and cafeteria floors can be kept clean by vacuum cleaning machines. A new line of 20-inch-wide floor nozzles is

OV-283

Presenting- the NEW concept in floor machines



● Here it is—your new, compact, low-slung, up-to-the-minute Floor Machine—as modern as the latest sports car or guided missile. In keeping with the modern trend to more compact, mobile, "packaged" equipment, this new Series SS Super Service Floor Machine gives you easier handling, wider range of utility, lower labor cost floor maintenance.

This new Super SS puts the motor and gear unit closer to the floor—the height on the brush is lower than in conventional machines. The Series SS is operated readily in tight areas. A rubber bumper around the motor cover protects furniture from this lower unit which gets close up to hard-to-move furniture and walls.

And all metal surfaces are either polished or heavily chrome plated. Fine appearance is assured for the life of the unit.

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The specially designed compact motor and gear unit on Super Series SS Floor Machines provides maximum reliability and rigidity under the most extreme hard duty. Lowest noise level—practically silent. Extremely high overload capacity will function perfectly far above rated HP. Planetary, helical cut gear is permanently lubricated and sealed. Shorter, sturdier handle is adjustable through 90°. Self-retracting 5" ball bearing wheel carriage. Simple, durable switch, weight of hand alone keeps switch in contact—no effort needed. Stops when grip is released.

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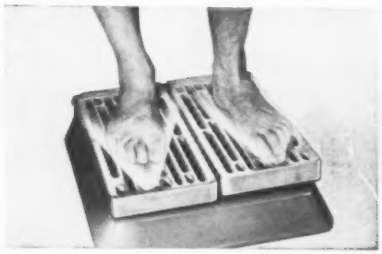

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FOR NEW EASE IN DISH HANDLING!...

Dish Caddy is superior in performance as well as economy. It ends breakage of dishes in transfer, handling easily, even with a full load. STORES NEATLY UNDER SERVING COUNTER, eliminating unsanitary storage shelves. Construction is all welded stainless steel with translucent plastic covers.

*U.S. PAT. NO: 2,835,546

The line features Service Caddys for every need . . .

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SECAUCUS, NEW JERSEY

Products (continued)

adaptable for use with any tank type vacuum cleaner having a one-and-one-half inch vacuum hose. The line includes five models of nozzles: with brushes for general floor cleaning; with fibre shoes for cement or abrasive floors; with felt shoes for highly polished floors; with metal shoes for concrete floors. Ace-Sycamore, Inc., Ill.

LIFE SCIENCE FILM OV-316

Frog Anatomy, new life science film is designed for high school or college biology and zoology classes. The complete process of frog dissection is the subject of the 16mm film, running 17 minutes. Dr. Gerald Gunning, Department of Zoology, Tulane University, is the dissector. The film can be used as an introduction to laboratory procedures or, where laboratory facilities are not available, as an adequate substitute, short of actual experience. Preview and rental prints are available. Purchase price for a color print is $150 and for black and white, $75. Audio-Visual Center, Indiana University.

CAPTIONED FILMS OV-317

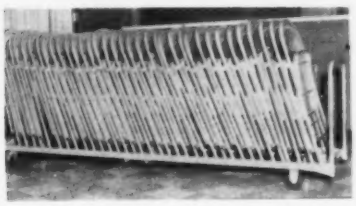
Free loan service of captioned films provides educational and cultural experiences through group viewing by deaf persons. Latest additions to this library include five Walt Disney Studio films, *White Wilderness, Living Desert, Treasure Island, Littlest Outlaw,* and *Dumbo.* Captioned Films for the Deaf Program, U. S. Office of Education.

PRIMARY FILM **OV-318**

Distance concepts are taught in the film *How Far* in terms of miles, using a family's trip to their grandparents' home as the storyline. Since arithmetic is utilized in several instances by child actors to compute speeds and distances, it will have an application for number concepts and manipulation in the primary grades. The 10-minute sound production is available in 16 mm black and white, and color. Prices are $100 for color and $50 for black and white. Preview prints and rental information are also available. Audio-Visual Center, Indiana University.

CHAIR STORAGE **OV-319**

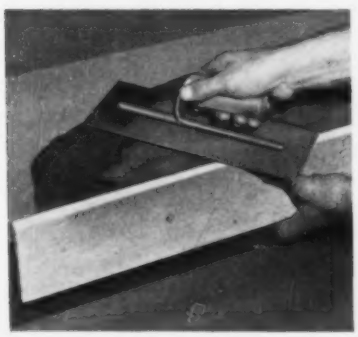
All-purpose rooms in many schools may require the setting up or removal of a large number of folding chairs within a short period of time. Transporting these chairs to and from storage areas is facilitated through use of specialized hand



trucks. A new line of trucks allowing upright or on-the-side placing of folding chairs makes it possible to store chairs under stages, platforms, or in other low-clearance areas. The truck's end handle is easily adjustable to securely support less-than-capacity loads. Buffalo Caster & Wheel Corporation, Ill.

STAIRWAY MAINTENANCE **OV-320**

A recently developed aluminum



safety tread offers possibilities for restoring worn, slippery stairs without having to close down stairways or use labor other than personnel of the school maintenance staff. The procedure requires troweling a plastic leveling compound over the worn areas of the steps. Once leveled, the steps are capped with the aluminum tread. Treads are nine inches wide with beveled back and fit all steps up to 13 inches wide. The walking surface is ribbed with an anti-slip abrasive. Lengths to 12 feet are available. Wooster Products, Inc., Ohio.

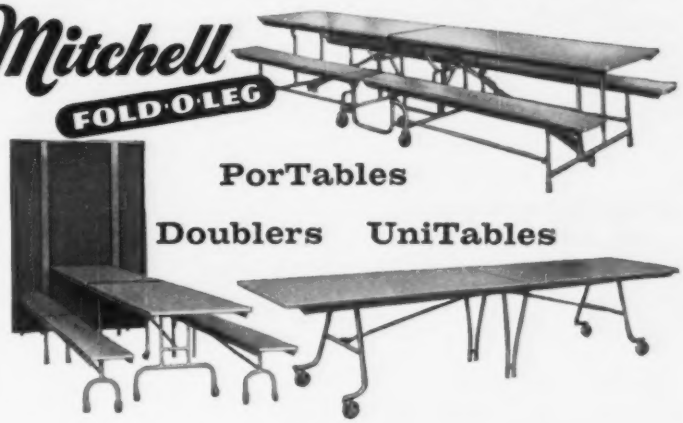
SCHOOL BUSES **OV-321**

The growing density of highway traffic and the trend toward larger school buses puts safety "first" in the consideration of design engineering for school coaches. Among new safety features which are incorporated in a 1960 line of coaches are safety-hatch kick-out windows, an evacuation ladder—used if a bus is

OV-286

MODERN SCHOOLS CHOOSE

Mitchell FOLD·O·LEG



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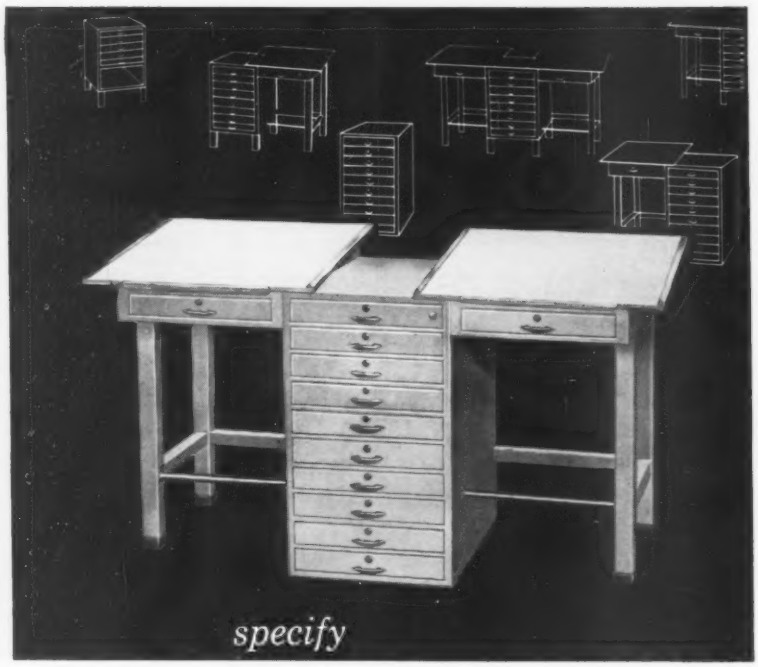

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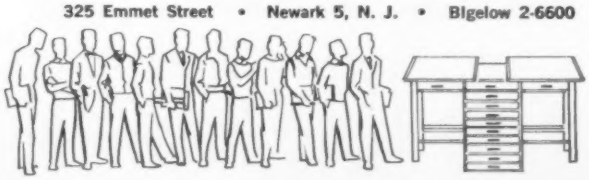


lying on its side or in the event that doors are blocked, improved heating and ventilating system, and more powerful motors. Coach seating capacities range from 24 to 66 pupils. Superior Coach Corp., Ohio.

PRODUCT LITERATURE

Heating—Bulletin F00101 tells "dollars and sense" story behind electrical heating of schools. Covers various applications, equipment needed, and economic facts on school heating. From Edwin L. Wiegand Co., Pa. OV-401

Phys. Ed.—Documentary brochure, "The Story of Rebound Tumbling," covers history of this sport from its earliest beginnings in the circus to its new uses in physical education classes. Illustrated with cartoons. From Nissen Trampoline Co., Ia. OV-402

Maintenance—Roofing Guide describes and illustrates 14 common roof problems, such as flashing damage, alligatored, blistered, torn and open seams, and recommends repairs and maintenance for each. From The Monroe Co., Inc., Ohio. OV-403

Sound Systems—Folder containing chart and individual specification sheets of typical sound systems used in schools requiring 16 to 150 or more classroom speakers is available free. Shows number of program and intercom channels, maximum number of rooms, watts output, number of microphone inputs plus program facilities with each system. From DuKane Corp., Ill. OV-404

Filmstrips—New filmstrips in science, social studies, and vocational education, plus two business education motion pictures are announced in 4-page illustrated supplement to this supplier's materials catalog. From The Jam Handy Organization, Mich. OV-405

Hour of Decision

by Walter D. Cocking

How will the constantly increasing population affect our educational system?

In what ways can we make use of automation without mechanizing the processes of learning?

What competencies do teachers need in this era, and where shall we find them?

How can we help people to understand schools as they are today and need to be tomorrow?

How can we coordinate the work of schools with other community agencies to develop greater efficiency and effectiveness?

How can we reorganize our tax structure to finance schools adequately and equitably?

What shall the schools teach and what tools and services should they use?

How can we plan and secure the best learning environment?

How do we really evaluate results?

What shall education do to help build world peace and stability?

These are some of the current issues and problems in education that cry for solution. Yet the frightening conclusion I am compelled to reach is that most administrators do not have good answers. This conclusion is based on the complacent, faith-like attitude I find among many administrators. They seem to believe that schools and colleges have only to follow along a well-trod path stolidly and without deviation. They seem impervious to change about them. As I watch such administrators in action, I see little to make me think administrative leadership is being exerted. I hope I am wrong.

Why does this situation exist? Here are what I believe to be three reasons:

1. It disturbs many individuals, and communities also, to face issues and problems which can be solved only by changing accustomed procedures. Hence we find ways to resist solutions. There is something about public office particularly that tends to cause a person to become conservative, to resist change, to avoid as long as possible facing any issues.

2. Previous training and experience have not prepared administrators to solve the kinds of problems with which they are faced today. They are uncertain and insecure—afraid of the unknown. The basic preparation of most administrators dealt primarly with the past. Occasionally some consideration may have been given to the present. Certainly little in our preparation anticipated the future of education's role.

3. Fear, fear of the unknown, fear of mistakes, fear of change itself, causes many administrators to postpone decision-making. At this point the educational administrator is not unlike his fellow men. Most of us tend to put off decisions when we can. The tragedy is that so many problems will just not wait for solutions. The time for action is today, not tomorrow.

The issues and problems facing educational administrators are important not only to education but, in a larger sense, to the welfare of mankind. An educational administrator must accept the responsibility for solutions to a constant flow of problems. They must be good decisions and they must be made now. Let us believe that the vast majority of today's administrators will face up to their responsibility. ●

EXECUTIVE'S BOOKSHELF

FOUNDATIONS OF CURRICULUM PLANNING AND DEVELOPMENT

By Hugh V. Wood. Seattle, Wash.: Cascade-Pacific Books. 1960. 524 pp.

This highly readable book combines scholarship plus new directions. The author proceeds from the premise that the curriculum process is a continuum and should not be approached from the viewpoint of elementary and secondary divisions. "The concept of continuous curriculum improvement has passed through various phases; today it is conceived as a process of social engineering, the research and planning section of the educational enterprise." The dynamic quality of our education demands an integration between the two levels.

Dr. Wood points up the remarkable achievements of American education. It has produced the highest living standards of all times. It has attained for its people the most freedom and the highest literacy rate ever enjoyed by any civilization.

Nevertheless, to meet the present critical period in man's history, education and therefore the curriculum, must be improved. Dr. Wood discusses the fundamentals of curriculum planning, development and improvement; demonstrates their practical application to the various subject areas; and combines the planning with methodology (practically, they are inseparable). The author indicates the importance of bold leadership and skillful administration. He discusses the organization, individual roles, techniques and evaluation of the curriculum process.

Education-minded laymen, as well as professionals and students in the field, will profit from this publication. It is also a reference source for all aspects of the curriculum process.

WORLD-WIDE SUMMER PLACEMENT DIRECTORY

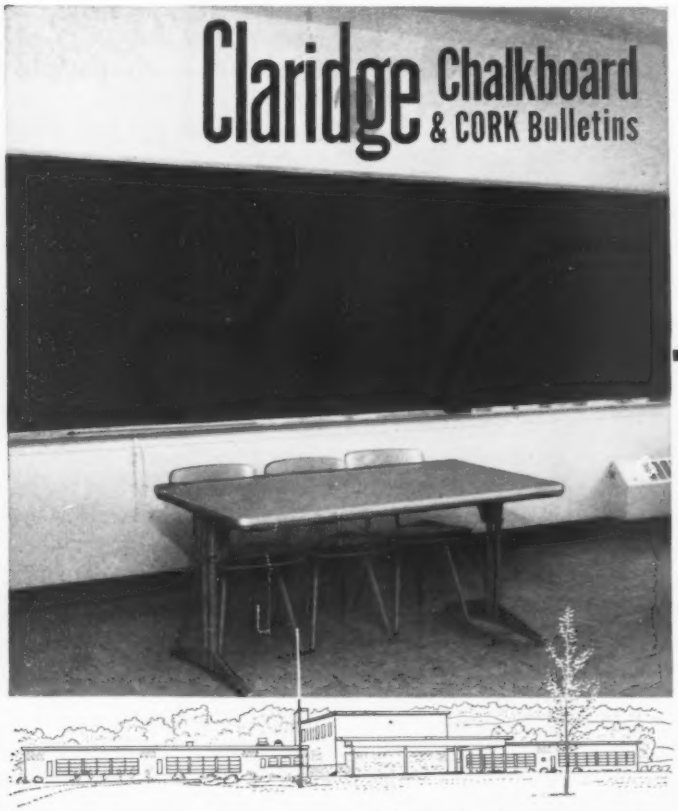
1960 Edition. The Advancement and Placement Institute, Box 99P, Station G, Brooklyn 22, N. Y. 54 pp. $3.

Recommended for teachers, professors, librarians and college students. Includes job descriptions, dates of employment, qualifications, number of openings, salaries and other pertinent information.

VACATIONS ABROAD—Volume XII

Published by UNESCO *and available from the* UNESCO *Publication Center, 801 Third Ave., New*

OV-295



Enfield Elementary School, Enfield, N. Y. Architect: Richard Metzger, Ithaca, N. Y.

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York 22; and the Columbia University Press, 2960 Broadway, New York 27. $1.25.

Information on educational and cultural activities during 1960 in 75 countries. Activities include vacation courses for tourists; study tours; programs offered by hostels, holiday camps and centers; and international voluntary work camping.

SCHOOL-COMMUNITY ATTITUDE ANALYSIS FOR EDUCATIONAL ADMINISTRATORS

By Robert P. Bullock. Columbus, Ohio: College of Education, Ohio State University. 1959. 112 pp. $2.

This monograph, the seventh in a series of reports of the School-Community Development Study, will be valuable to the educational administrator and to the researcher.

Proceeding on the premise that to be an effective educational administrator requires sound knowledge of prevailing attitudes in a community, the staff of the School-Community Development Study at Ohio State University developed some measurements of community attitudes.

Useful information was made available to administrators who used the measuring devices to obtain data concerning the purposes of education, the function of administration, nature of community leadership, social cleavages in the community and educational values held by people in the community.

While further research in attitude measurement is indicated, there is reason to believe that the use of attitude measuring scales is a good method to gather information needed for effective decision-making.

LEARNING MORE ABOUT LEARNING

Edited by Andrew Frazier. Association for Supervision and Curriculum Development, NEA. 1959. 83 pp. $1.50.†

Results of the Third Curriculum Research Institute. Dr. Arthur Coombs offers a new concept of human behavior which may indicate new approaches for teaching and learning. He states that intelligence is not necessarily static. The right teacher may be able to create intelligence in a student by emphasizing "growth and development from within rather than force and coercion from without." Other contributors discuss the relationships between learning and (1) anthropology, (2) communications, (3) perception.

A LOOK AT JUVENILE DELINQUENCY

*Social Security Administration, Children's Bureau, HEW. 1960. 25¢.**

SALARY SCHEDULE MAXIMUMS FOR SCHOOL ADMINISTRATORS, 1958–59, URBAN DISTRICTS 30,000 TO 100,000 IN POPULATION

Research Report 1959-R5, Public-School Salaries Series. Research Division, NEA. 46 pp. 25¢.†

SALARIES PAID CENTRAL-OFFICE SCHOOL ADMINISTRATORS, 1958–59, URBAN DISTRICTS 100,000 AND OVER IN POPULATION

Research Report 1959-R14, Pub-

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PORTABLE ORAL PRACTICE INTERCOMMUNICATION AND ISOLATION

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The COUSINO MAG-MATIC TAPE REPEATER frees the instructor from repetitive oral recitation. Endless magnetic tape loops repeat oral practice lessons without attention. ECHO-MATIC tape cartridges provide tamper-proof protection for the tape and instant, fully automatic threading of the MAG-MATIC TAPE REPEATER.

The COUSINO VOICE-FLECTOR applies principles of acoustic reflection for simplest, most natural student self-monitoring or "hearback" of his own response during oral practice. Lightweight, rugged and portable, the VOICE-FLECTOR performs functions of "hearback" amplifier, earphones, microphone and isolation booth.

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Bookshelf (continued)

lic-School Salaries Series. Research Division, NEA. 50¢.†

SCHOOL FOOD CENTERS—A Guide to Operating the School Lunch Program

By N. L. George and Ruth D. Heckler. New York: The Ronald Press Co. 1960. 335 pp. $6.50.

A good reference source for all those interested in the planning, equipment, management and administration of school food centers.

TEACHER EXCHANGE OPPORTUNITIES, 1960–61

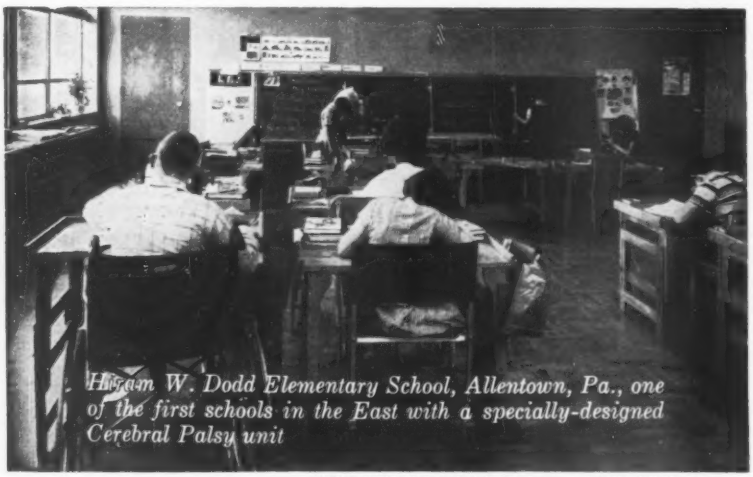
*Office of Education, HEW. 1959. 35 pp.**

This pamphlet describes the program, its supervision and administration, as authorized by Public Laws 582 and 402, 79th Congress, the Fulbright Act, 80th Congress and the Smith-Mundt Act. It presents the requirements for applying, the types of exchange arrangements, facts concerning awards and maintenance grants, foreign currency, supplementary dollar grants, etc., when and where to apply and the opportunities available. Includes guides to opportunities by subject field, area of the world and foreign language requirement.

PREPARING STUDENTS FOR COLLEGE

Guidance Service Department of Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill. 1959. 83 pp. $1.50.

OV-288



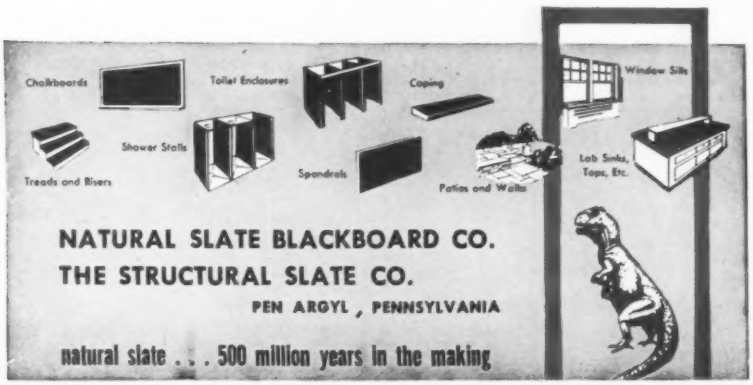
Hiram W. Dodd Elementary School, Allentown, Pa., one of the first schools in the East with a specially-designed Cerebral Palsy unit

WOLF & HAHN, ARCHITECTS ALLENTOWN, PA.

NATURAL SLATE CHALKBOARDS

. . because young eyes deserve the best!

The Hiram Dodd School is truly a step forward in education for the handicapped. Besides regular classroom space, it contains a complete, specially-equipped wing for its group of Cerebral Palsy students. And as forward-looking as the thinking behind this new school is the choice of natural slate chalkboards for every classroom, because of all chalkboards, slate communicates best. Only white chalk on slate produces the desired high contrast necessary to permit young eyes to see and grasp the written message instantly. Easy to clean . . . virtually indestructible . . . slate has the lowest annual cost of any other chalkboard. For timeless beauty, durability, readability, *specify slate quarried in Pennsylvania.* Inquiries welcomed on specific properties of slate.



A school with a swimming pool, fruit orchard, fountain, greenhouse, and astronomical lab. That's the drawing-board dream of K. Fraenkel, a designer for

RUSSIA'S NEW LOOK IN SCHOOLS

Read the fact-sheet on this Soviet ideal in the June issue of

OVERVIEW

TEACHER SUPPLY AND DEMAND IN UNIVERSITIES, COLLEGES, AND JUNIOR COLLEGES, 1957–58 and 1958–59

Research Report 1959–R10, Research Division, NEA. *87 pp. 50¢.†*

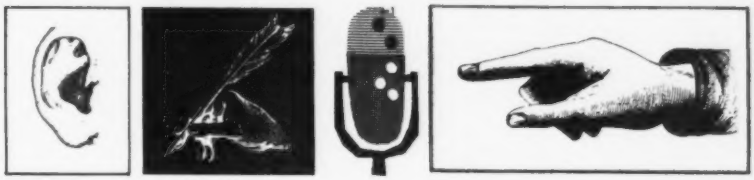
ROOTS FOR A NEW RHETORIC

By Daniel Fogarty, S.J. New York: Bureau of Publications, Teachers College, Columbia University. 1959. 158 pp. $5.

The author develops a theory of communications drawn from three current philosophies of rhetoric. He selects elements from them to better formulate and teach courses in composition, rhetoric, English and communication skills. This is not casual reading. It is a scholarly work requiring thought and concentration.

† 1201 Sixteenth St. NW, Washington 6, D. C.
** Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C.*

COMMUNICATIONS CLINIC



Assign Employees the WRITE Way

Do YOU EXPECT a school employee to have your understanding of his job's requirements? Do you expect the employee to remember details of all oral assignments indefinitely?

Or do you make your personnel assignments in writing?

Putting job descriptions in writing has three advantages. It clarifies in your own mind the requirements of each position. You can draw upon job descriptions to fashion written assignments. And you can use the assignments as the basis for appraising the performance of each job. In this way you strengthen personnel service and add to employee satisfaction and achievement.

The degree of an employee's effectiveness depends upon the assignment he is given. Specifically, the purposes of the assignment should be (1) to make sure that necessary duties are performed, (2) to upgrade job efficiency and employee satisfaction, and (3) to eliminate overlapping functions among employees.

Whether the employee is certificated or classified, he is entitled to have his expected duties clearly set forth in writing.

Any employee should be selected to fill an established position that has specific job requirements. Never choose an employee and then find the tasks that he can perform. In other words, find a man for the job, not a job for the man. To select employees wisely, use previously prepared job descriptions. The following description of a building custodian's position is a good example:

Building Custodian—Does work, as assigned, in cleaning, sweeping, mopping, polishing, dusting. Cares for windows, walls, blackboards, stairs, woodwork, furniture, and toilet room facilities. Operates mechanical floor cleaners and polishers. Knows the proper materials and supplies to use for various custodial duties. Picks up and disposes of trash. Locks and unlocks doors and windows. Turns lights and heating equipment on and off in classroom areas. Makes minor repairs of plant and equipment as directed.

When the employee, certificated or classified, gets his written assignment, give him a copy of the job description, also, as well as the appraisal form with which you will evaluate his work. Categories on the appraisal form should match those on the written assignment.

An employee should never be held responsible at appraisal time for duties he was not assigned. The written assignment should specify the type and amount of service expected and should indicate the relative importance of the various categories.

The supervising officer should make all written assignments with the approval of the executive in charge of the area. When they are presented to a member of the staff, they should be explained and interpreted by the supervising officer. A follow-up conference should be held after the employee has begun to perform his assigned duties. File all

By Emery Stoops, professor of educational administration and supervision, University of Southern California, Los Angeles.

OV-289

IMC
SCHOOL EQUIPMENT
for large and small schools

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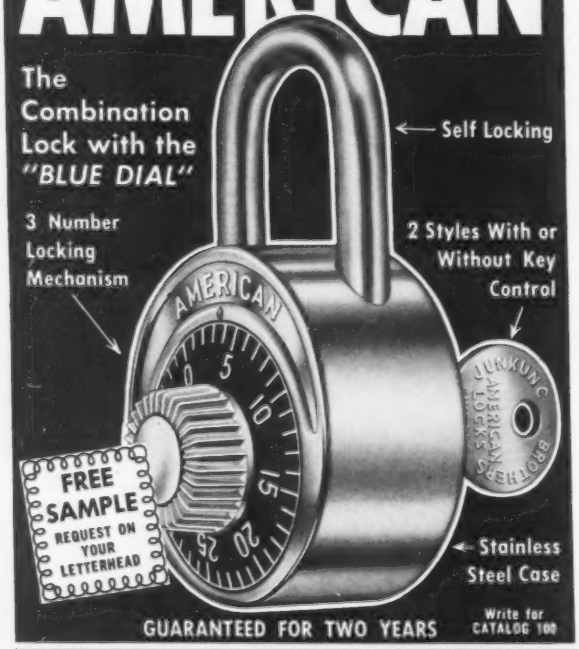

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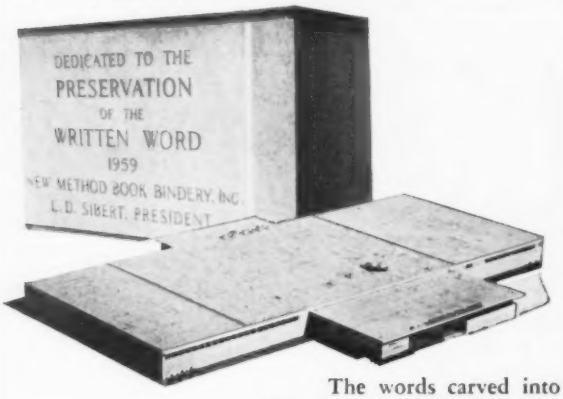

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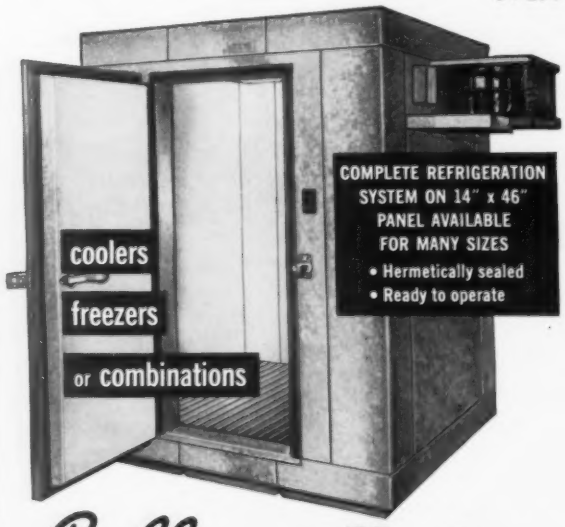

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copies of the written assignments.

The supervising officer should prepare written assignments by first analyzing the job description. He should classify the various elements of the job, describing the amount and quality of each expected service. For example, the job description previously given for a building custodian will be used as the basis for his written assignment. The following is how a statement of his duties on the assignment form might read:

Building custodian's duties—Daily, sweeps, cleans, and arranges furniture in Rooms 108–115. Daily, cleans basement rest rooms and replenishes supplies. Daily, before leaving building, disposes of trash, turns off lights, sets heat controls, makes reports of damage, signs office check-out sheet. Weekly, makes minor repairs as directed by supervising officer. Monthly, attends short meeting to learn of new methods and materials. Monthly, waxes floors in library and administrative offices. Monthly, completes window washing on east and north sides of building. Performs emergency duties assigned by supervising officer.

The building custodian's appraisal form should then be geared to this assignment.

Check written assignments periodically for their effectiveness as a personnel procedure. A few simple questions will help:

Are the written assignments effective in getting the necessary work completed? Do they improve the quality of the work? Do they add to the efficiency of both certificated and classified employees? Do they make employees more secure in the knowledge of what is expected? Do they eliminate overlapping responsibilities? Have job descriptions been prepared for each position? Do written assignments grow out of job descriptions? Are appraisal forms geared to assignments?

Affirmative answers will assure the administrator that his educational program is being achieved because his staff members thoroughly understand their responsibilities. ●

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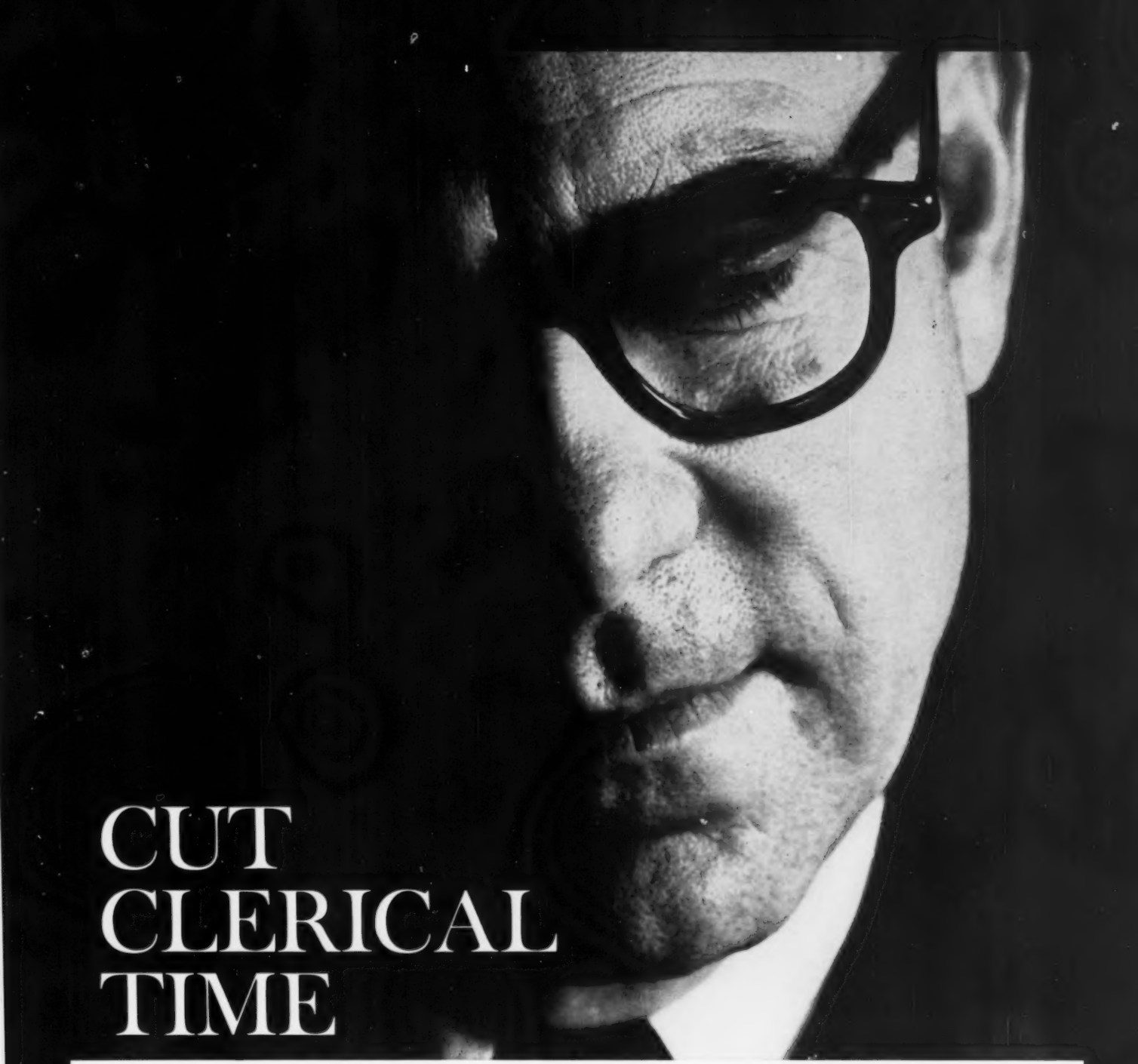

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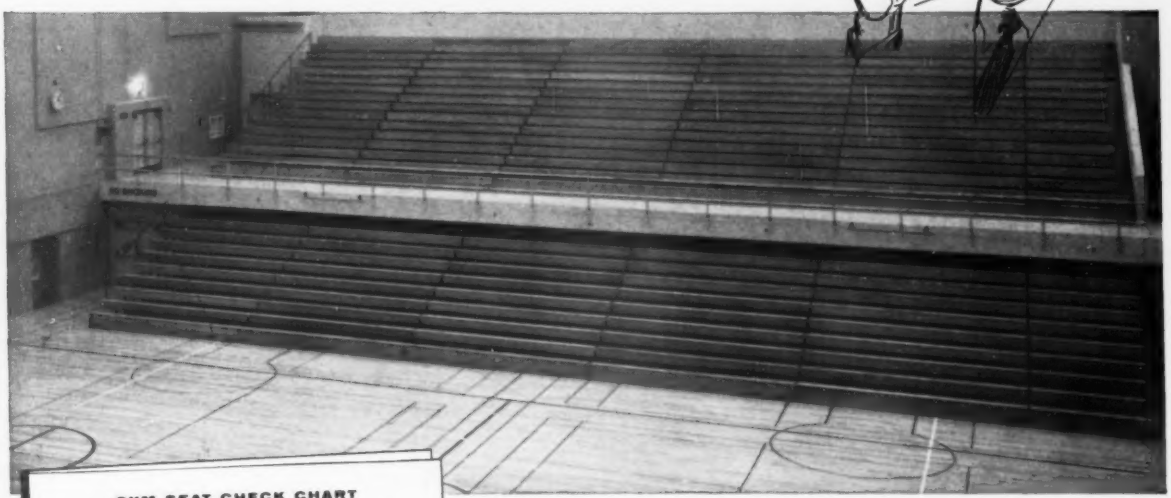

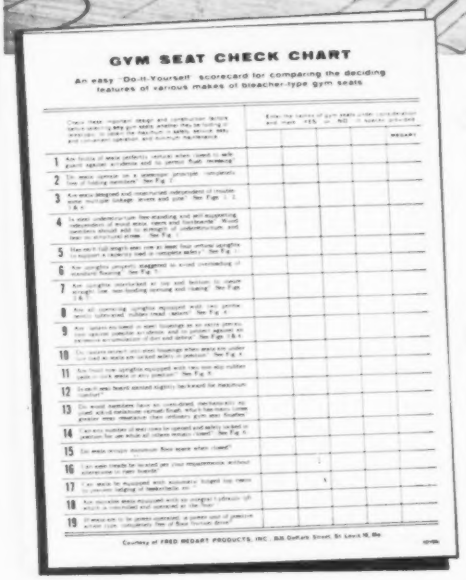

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